PlayMatters

Learning through Play at School
TEACHER WORKBOOK
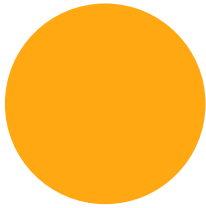

Name

2025

In partnership with
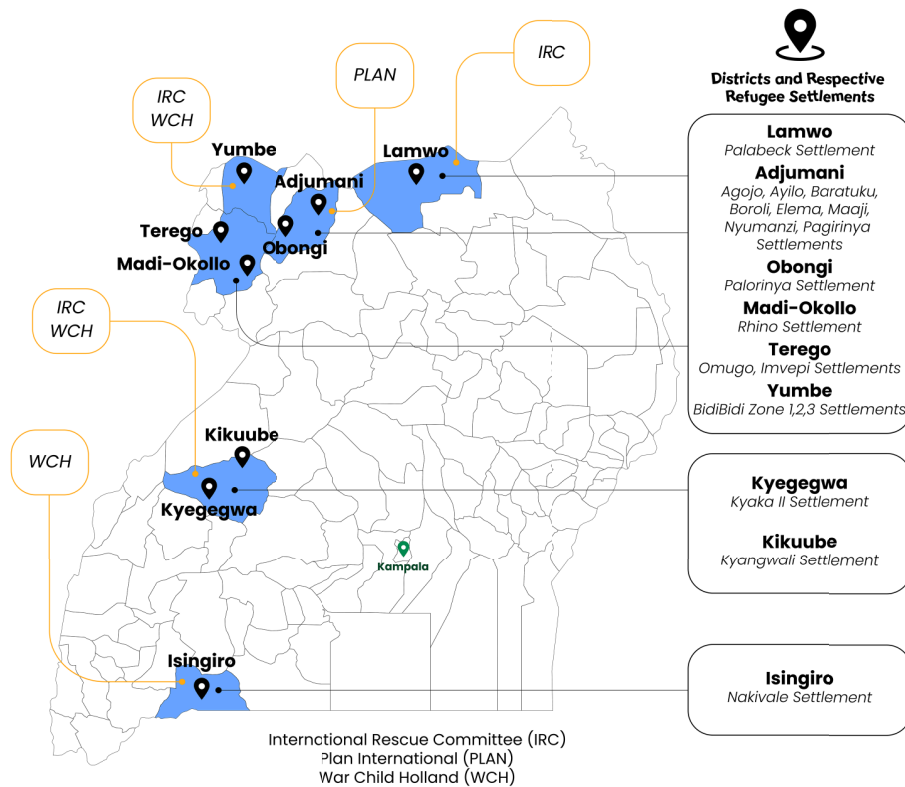
Where We are Working

Districts and Respective Refugee Settlements

Lamwo
Palabeck Settlement

Adjumani
Agojo, Ayilo, Baratuku, Boroli, Elema, Maaji, Nyumanzi, Pagirinya Settlements

Obongi
Palorinya Settlement

Madi-Okollo
Rhino Settlement

Terego
Omugo, Imvepi Settlements

Yumbe
BidiBidi Zone 1,2,3 Settlements

Kyegegwa
Kyaka II Settlement

Kikuube
Kyangwali Settlement

Isingiro
Nakivale Settlement

Uganda

Internctional Rescue Committee (IRC)
Plan International (PLAN)
War Child Holland (WCH)

Introduction

PlayMatters seeks to build sustainable capacity in existing education systems to integrate Learning through Play (LtP) approaches for **800,000+** refugee and host community children ages **3-12+** in Ethiopia, Uganda and Tanzania. The objective is to give children the opportunity to improve holistic learning and wellbeing in contexts of crisis and poverty. In Uganda, PlayMatters targets **350,000 children** in refugee settlements and host communities.

The PlayMatters consortium is led by the International Rescue Committee, and includes Plan International, War Child Holland, Innovations for Povery Action, and the Behavioural Insights Team in partnership with the **LEGO Foundation.**

PlayMatters acknowledges with gratitude the tremendous support of the **Ministry of Education and Sports** in Uganda to the success of the project.

Disclaimer
PlayMatters content development follows a build-test-learn process and hence content may go through further refinement and development.

Foreword

In the ever-changing landscape of education, Learning through Play stands as a cornerstone for nurturing creativity, critical thinking, and a genuine love for learning.

We trust that this **Learning through Play at School Teacher Workbook** will be an asset as you set out to create joyful, active, socially interactive, and meaningful learning experiences for your learners in pre-primary and primary school.

This workbook serves as a guide to teachers, ensuring that Learning through Play is an essential component of their teaching and learning activities. This workbook is also designed for use by schools and teacher training institutions as a vital tool in their training and development programs, enabling teachers to implement Learning through Play consistently and effectively.

This workbook is also a valuable resource for lesson planning, offering a wealth of activities and ideas aligned with the Ugandan curriculum. Teachers can also form study groups or learning communities and use the workbook as a resource for sharing insights and experiences as they explore and implement Learning through Play initiatives in their classrooms.

Together, let's embark on a journey where enjoyment and education blend, shaping young minds into vibrant learners.
Enjoy the journey of exploring the various sections and confidently integrating Learning through Play into the classroom with enthusiasm and assurance!

Martin Omukuba

PlayMatters Project Director

Acknowledgement

How to Use the Workbook

This workbook is structured to be user-friendly and flexible, accommodating teachers from various grade levels and settings. As a teacher, there are several ways you can use this workbook to enhance your practice:

- 📁 **Independent Study:** Use this workbook individually to enhance your understanding of Learning through Play and gather new ideas for your classrooms.
- 📁 **Lesson Planning:** Utilize the workbook as a resource to design engaging   lessons that align with curriculum standards and learning goals.
- 📁 **Professional Development:** Use the workbook for self-guided learning, reflecting on your teaching strategies, and improving your skills in delivering learning through play activities.
- 📁 **Collaboration:** Share and discuss ideas and resources with colleagues, encouraging a culture of Learning through Play in your school.
- 📁 **Documentation:** Record your observations and assessments of learner's activities using the provided templates and tools.

Purpose

The primary purpose of this workbook is to provide teachers with a practical guide to implement and maximize Learning through Play (LtP) in their classrooms. It offers a range of strategies, activities, and tools to make learning more enjoyable and effective for learners while aligning with the Uganda curriculum standards.
This workbook is created with the following objectives:

- **Guide Implementation:** To provide teachers with practical guidance on implementing Learning through Play in the classroom.
- **Resource Collection:** To offer a collection of activities, strategies, and assessment tools for easy access or reference.
- **Professional Development:** To assist teachers in refining their teaching practices and improving learner outcomes.
- **Customization:** To enable teachers to adapt the content to their specific classroom needs and learning objectives.

Important Features

- **Interactive Activities:** Engage in hands-on activities and exercises designed to help you apply what you've learned.
- **Practical Examples:** You will find real-life classroom examples in the workbook that illustrate the concepts and strategies discussed.
- **Activity ideas:** A collection of creative learning through play activities for different subject areas and age groups that can be ready-to-use resources, saving you time in lesson planning and assessment.
- **Flexibility:** You can adapt the activities to suit different age groups, learning objectives, and classroom settings.
- **Reflection Prompts:** These will encourage you to reflect on your practice and adapt it to your specific teaching context and continuously improve in your teaching practice.
- **Alignment with Standards:** Activities in the workbook are designed to align with Uganda curriculum and educational standards to ensure academic rigor.
- **Community Building:** The workbook fosters collaboration and idea sharing among educators.
- **Additional Resources:** A list of selected recommended resources references, and additional reading suggestions and materials to deepen your understanding of the Learning through Play approach.
- **Appendices:** Supplementary materials, including printable templates, charts, and sample lesson plans, worksheets and prompts for self-assessment and continuous professional development.

Acronymns

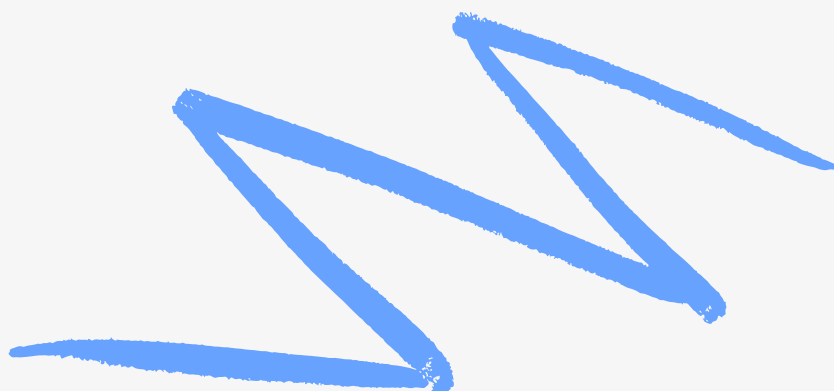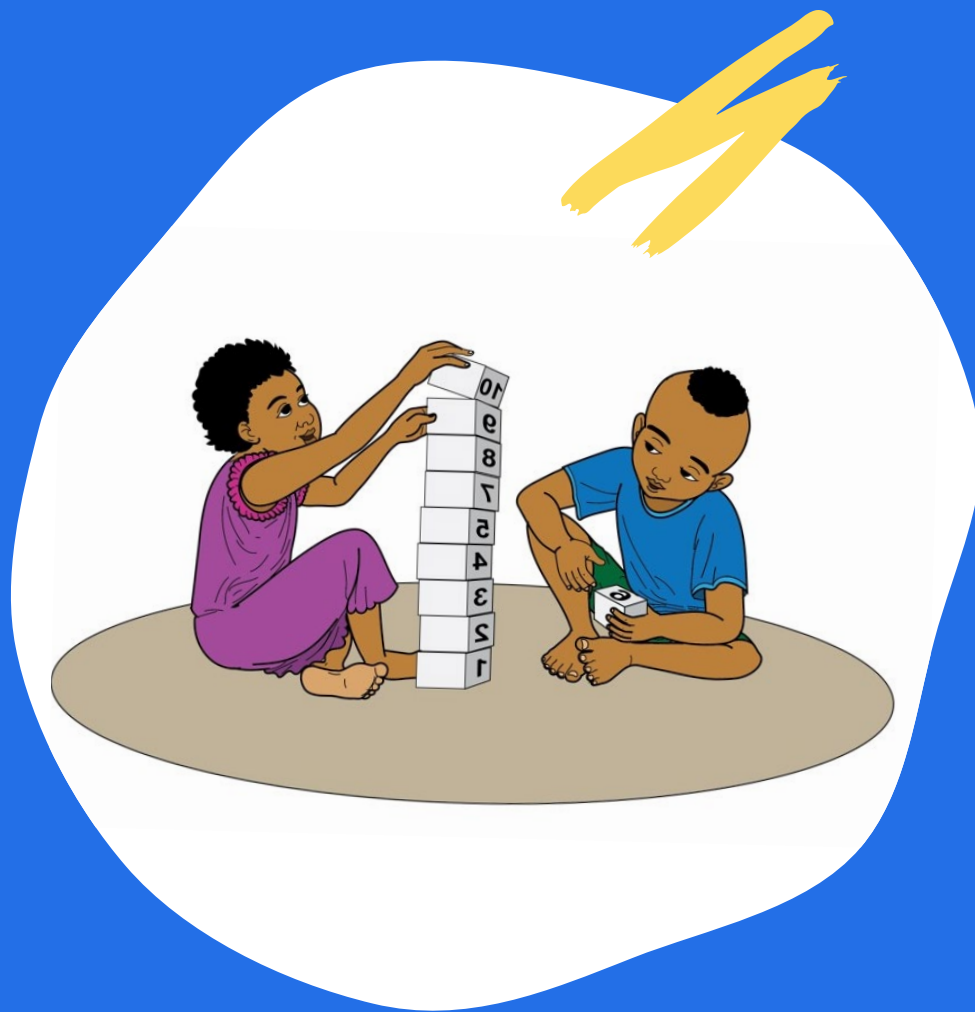|	
LtP	Learning through Play
CPD	Continious Professional Development
TC	Teacher Continious Professional Development
TLM	Teaching and Learning Material
LA	Learning Area
LO	Learning Outcome
TOT	Training of Trainers
COP	Community of Practice
DEO	District Education Officer
NGOs	Non-Govermental Organizations
CBO	Community Based Organization
SMC	School Management Committee
CMC	Center Management Committee
PTA	Parent Teacher Association
OPM	Office of the Prime Minister
DIS	District Inspector of Schools
MoES	Ministry of Education and Sports
ECD	Early Childhood Development
EGR	Early Grade Reading

Table of Contents

Getting Started

Section 1

💡 Introduction

This session helps you start your Learning through Play (LTP) teacher development journey. Gain a clear understanding of program goals, expectations, required resources, and community norms with peers

Reflection

In relation to Learning through Play:

1 What do you hope to learn about LTP?

2 How do you hope to use what you learn about LTP in your classroom and for your work?

Key Concepts

Overview of the LtP Teacher Development Initiative.

This teacher development initiative empowers you with tools and skills to enhance your teaching, create engaging classrooms and strengthen your teacher-learner relationships. Below are the steps you will take in your year-long learning journey to understand and practice Learning through Play in your classroom through this teacher development initiative.

First Year - Introduction to LtP

Foundational Workshop
(school holidays, before start of school year)

☑ Learn about LTP concepts, its value and LTP teaching strategies.
☐ Get essential tools and resources to apply LTP in your classroom.
☐ Shared understanding of the workshop's goals and your roles.

Classroom based Practice and Support
(first and second school term)

☑ Apply the LTP methods and knowledge learned in your class.
☐ Get observed in the classroom on by experts:
☐ Receive tailored feedback from observers for improvement.

School-Based CPD
(first and second school term)

☑ Engage in peer-to-peer learning during daily school planning.
☐ Collaborate with peers to enrich your lesson plans and schemes of work.
☐ Participate in reflective sessions on LTP classroom experiences.

**Refresher Workshops
(school holiday of first and second term)**

☑
☐ Reflect, discuss, share, and exchange experiences on LTP.
☐ Get updates and extend your knowledge with new topics.
☐ Discuss solutions to challenges and jointly plan for term.

**Community of Practice
(year-end meetings at end of third term)**

☑
☐ Discuss, share and exchange LTP experiences.
☐ Share lessons learned, success stories and support needs.
☐ Participate in assessments of progress and performance.
☐ Discuss any continuing and follow up support needed.

**Follow-up Support
(2nd Year)**

☑
☐ Activities focus on continuing learning on job with peers and the school based CPD committee

This learning journey will require you to dedicate time, make the most of this teacher workbook, embrace supervision, collaborate with peers, and seek new learning opportunities.

Jan	**Feb**	**Mar**	**Apr**

May	**Jun**	**Jul**	**Aug**

Sept	**Oct**	**Nov**	**Dec**

Progress ○ ◑ ●

Milestones ★ ★ ★ ★ ★

Practice Activity

Personal Experiences of Learning through Play

Take 5 minutes to fill in your thoughts about Learning through Play.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel confident I know what Learning through Play is.	☐	☐	☐	☐	☐
I think I have the knowledge and skills to implement Learning through Play in my classroom right now.	☐	☐	☐	☐	☐
I think Learning through Play in the classroom is a waste of time.	☐	☐	☐	☐	☐
How I feel affects how I teach and the classroom environment.	☐	☐	☐	☐	☐
How my learners feel affects their ability to learn, focus and behave well.	☐	☐	☐	☐	☐
Girls and boys can participate equally in any LTP activity.	☐	☐	☐	☐	☐

Remember This!

1. **Be active:** Participate in discussions, activities, and reflections to learn more.

2. **Have a goal:** Set professional goals aligned with your career path.

3. **Manage time wisely:** Prioritize tasks, and balance personal and work commitments.

4. **Collaborate for growth:** Welcome feedback and share ideas, resources, and experiences with peers, mentors, and facilitators.

5. **Make most use of** available resources, mentorship, and professional development opportunities.

6. **Reflect regularly** on your teaching practices, experiences, and areas for improvement.

Active Participation   Professional Goals   Reflection

Teacher Workspace

Tittle:

Date:

Notes:

Teacher Workspace

Tittle:	Date:

Notes:

Understanding Learning through Play

Section 2
Part A

Introduction

This session will assist you in understanding the fundamental concepts of Learning through Play (LtP) and its significance in education. It includes the definition and importance of Learning through Play, highlighting the benefits for both child development and teachers. Additionally, it will clarify the roles you, as a teacher, should undertake in relation to LtP.

Reflection

Activity: Learning through Play Simulation - Secret Keepers Game.

Think about the **learning game** you just played **(Secret Keepers)**.

1. What did you learn from the game?

2. What similar games if any have you used in your experience?

3. How could you make this game harder or easier for different age /levels learners? Write below?

	☑	**What you learned.**
Pre-primary 3-5 years	Baby ☐ Middle ☐ Top ☐	
Lower Primary 6-8 years	P.1 ☐ P.2 ☐ P.3 ☐	**Similar games you have used.**
Upper Primary 9-12+ years	P.4 ☐ P.5 ☐ P.6 ☐ P.7 ☐	**Ways to simplify the game.**
		Ways to make the game harder.

Key Concepts

What is Learning through Play?

Learning through Play is an active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

Learning through Play (LtP) is an **active teaching and learning method.**

Planned and delivered with a **learning goal.**

Delivered in a positive, **safe,** and **inclusive environment.**

Peers work together or **use materials.**

Learning through Play (LtP) is an **active teaching and learning method** that capitalizes on a child's natural desire to engage in play. Core elements include:

1. The adult facilitator (a teacher or community volunteer) **intentionally plans and delivers** contextually and age-appropriate guided playful experiences with **clear learning objectives.**

2. LtP experiences **promote interactions with people and/or materials** that allow children to question, experiment, practice, and discover, developing critical skills that they need to thrive today and in future.

3. The facilitator deliberately creates and maintains a **positive, safe, and inclusive environment** for children, allowing children to feel comfortable and joyful.

Practice Activity

Which of the following elements of Learning through Play did you see or experience in the game of *Secret Keepers.*

Element	Did you see or experience this element - YES/NO	If YES, what did you see or experience?
■ Active teaching methods	👍 👎	
■ Hands on learning	👍 👎	
■ Facilitator as a guide	👍 👎	
■ Clear learning objectives	👍 👎	
■ Interaction with people and materials	👍 👎	
■ Skill development for learners	👍 👎	
■ Comfort and joy for learners	👍 👎	
■ A positive, safe, and inclusive environment	👍 👎	

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🔔 Remember This!

Learning through Play involves the following.

1 **Active Teaching:** Methods actively engage children in hands on learning.

2 **Facilitator's Role:** The adult facilitator (teacher or community volunteer) intentionally plans and delivers guided playful experiences.

3 **Learning Objectives:** The experiences have clear learning objectives tailored to the context and age of the children.

4 **Interactions:** Promotes interactions with people and materials.

5 **Skill Development:** Children question, experiment, practice, and discover, developing essential skills for their present and future well-being.

6 **Positive Environment:** Consciously create and maintain a positive, safe, and inclusive environment.

7 **Comfort and Joy:** Foster a sense of comfort and joy during the learning process.

Active Teaching   Facilitator's role   Learning objectives   Interactions

Skill Development   Positive Environment   Comfort and Joy

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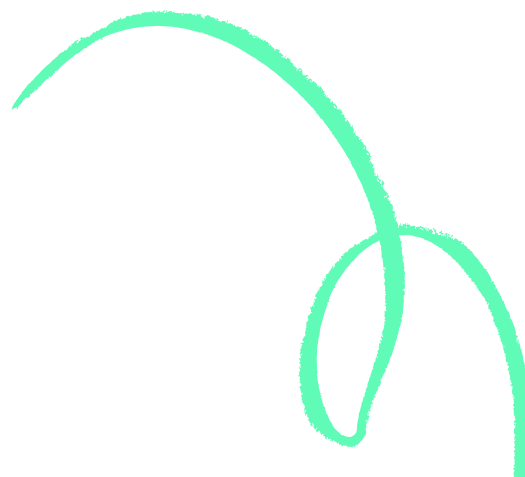
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Teacher Workspace

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Holistic Child Development

Section 2
Part B

PlayMatters

Introduction

In this session you will learn about the meaning of holistic child development and the dimensions of child development and related skills. The session will also help you think about ways that Learning through Play activities help children to grow, learn and acquire skills for holistic development.

Reflection

1 What does the term mean to you.

Holistic child development means:

The five skills for holistic development.

Physical

Creative

Social

Emotional

Cognitive
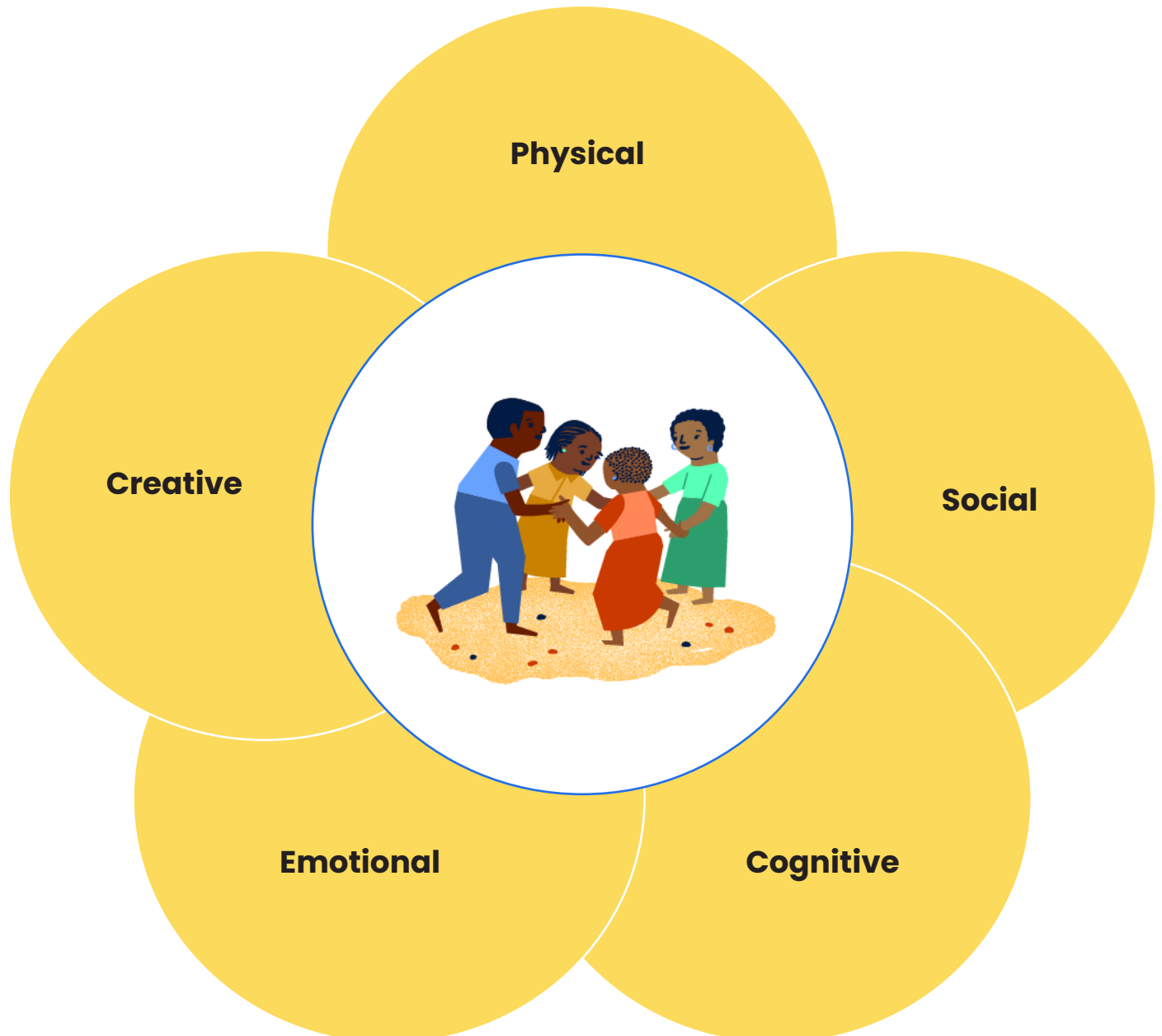
1. Physical (body) Development

These skills enable body movement and coordination abilities. They include.
a. Fine motor skills such as hand-eye coordination when drawing, painting, sculpting.
b. Gross motor skills such as when walking, dancing, jumping and balance activities.

2. Cognitive (mental) Development

These include skills for thinking, reasoning, memorization and remembering such as learning, experimenting, and discovering to use words, symbols, numbers, and concepts to communicate their ideas and observations.

3. Emotional Development

These are abilities to express and manage feelings including joy, sadness, anger such as coping with fear, gaining self-esteem, confidence, and resilience.

4. Social Development

These are abilities to relate with others such as cooperation, sharing, leading, taking turns work and following group norms.

5. Creative Development

These are abilities to explore and come up with new ideas, do something differently to solve a problem such as solving a puzzle.

Practice Activity

How LTP activities promote holistic development skills.

1 Which skills are developed through the LTP activities given below?

2 How do the identified skills benefit learners?

Pre-primary ☑	**Learning through Play Activity**
Baby ☐	● Learners name parts of the body using the song "Head, Shoulders, Knees and Toe"s.
Middle ☐	
Top ☐	● Learners use clay to model domestic animals.

Skills Developed ☑

- Cognitve ☐
- Creative ☐
- Physical ☐
- Emotional ☐
- Social ☐

Give examples of benefits for learners.

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Lower Primary ☑

P.1 ☐
P.2 ☐
P.3 ☐

Skills Developed ☑

Cognitve ☐

Creative ☐

Physical ☐

Emotional ☐

Social ☐

Learning through Play Activity

- Learners rearrange words written on cards to form correct sentences.

- Learners create a human figure using geometric shapes.

Give examples of benefits for learners.

Upper Primary ☑

P.4 ☐
P.5 ☐
P.6 ☐
P.7 ☐

Skills Developed

Cognitve ☐

Creative ☐

Physical ☐

Emotional ☐

Social ☐

Learning through Play Activity

- Learners draw out large circles on the ground using sticks and strings and practice measuring circumference.

- Learner's roleplay the work of different kinds of leaders in a community.

Give examples of benefits for learners.

Remember This!

LtP activities help children's development and learning in various settings.

At Home

- Strengthens family bonds.
- Enhances thinking skills through play and storytelling.
- Teaches vital life skills like problem-solving, teamwork, and creativity.

Other

At School

- Improves academic skills, makes subjects engaging, and nurtures a love for learning.
- Supports physical well-being and develops social skills such as teamwork, communication, and conflict resolution.

Other

In the Community

- Promotes appreciation for nature.
- Provides chances for children to make friends from different backgrounds.
- Encourages social interaction, tolerance and understanding of different cultures.

Other

Learning Through Play Activities support Holistic Development.

Socially

- Promotes teamwork, cooperation, and interaction.
- Improves communication skills through talking and body language
- Encourages empathy through role-playing and imaginative play.

Other

Emotionally

- Express and explore emotions in a safe space.
- Develop emotional regulation and resilience.
- Build confidence and a positive self-image.

Other

Physically

- Boost gross motor skills with active play.
- Improve fine motor skills for tasks like writing and drawing.
- Contribute to physical fitness and overall health.

Other

Mentally

- Develop critical thinking skills through problem-solving.
- Enhances cognitive abilities such as memory and logical reasoning.
- Sparks curiosity, encouraging a love for learning.

Other

Creatively

- Cultivate imagination and creative thinking.
- Stimulates inventiveness through building and creating.
- Allow artistic expression through activities like arts and crafts.

Other

Learning Through Play Activities support for different age groups.

Ages 3-5 (Pre-Primary)

- Explore senses for motor skills.
- Develop language through play.
- Learn basic social skills and imaginative play.

Other

Ages 6-8 (Lower Primary)

- Reinforce classroom learning with engaging activities.
- Improve social skills and cooperation.
- Develop problem-solving skills and curiosity.

Other

Ages 9-12+ (Upper Primary)

- Explore more complex mental challenges and activities.
- Encourage teamwork, communication, and leadership.
- Stimulate creative thinking and self-directed learning.

Other

Teacher Workspace

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Teacher Workspace

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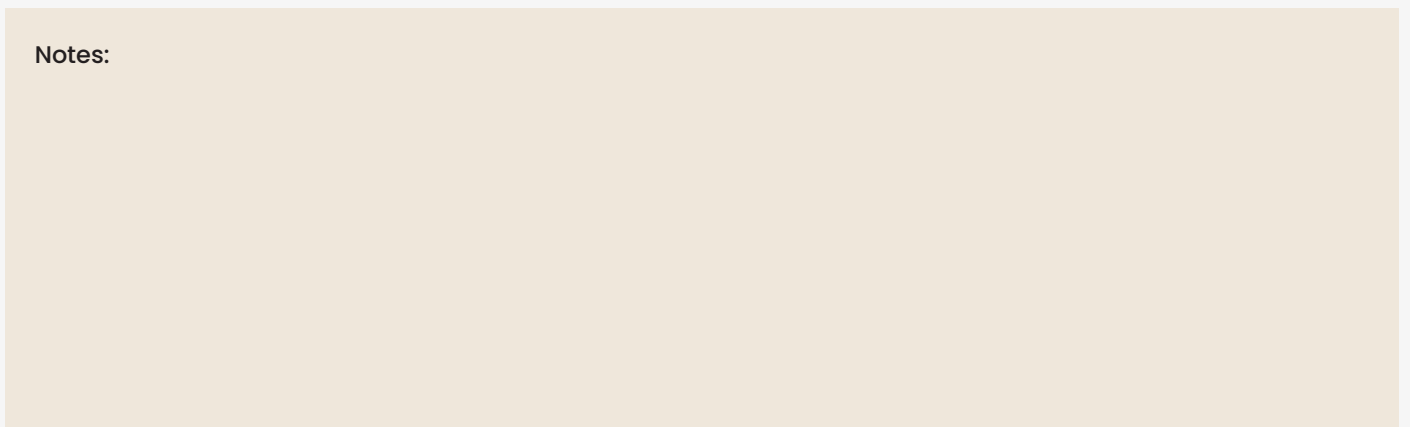
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Teachers' Psychosocial Wellbeing

Section 3
Part A

Introduction

This session explains what psychosocial well-being means for educators.

Reflection

1 What does the term mean to you?

Psychosocial Wellbeing means:

Key Concepts

🔸 **Psychosocial Wellbeing:** Psychosocial is a combination of psychological (internal, mind, feelings, experiences, routines, knowledge, strengths) and social (external, relationships, culture, values, interactions, support systems, community structures).

🔸 **Wellbeing** is that state of being okay and able to function. So psychosocial wellbeing is when we are able to use our resources (internal and external) to meet our needs and cope with the stressors in our environment.

🔸 **Teacher well-being** affects motivation, job performance, confidence, and how you engage with learners in the classroom such as the relationships, the classroom environment, your level of patience, and the tone of feedback.

Motivation and Confidence

Relationships with Students

Preparation

Teacher Psychosocial Wellbeing

Learning Environment

Job Satisfaction

Ability to tune into student needs

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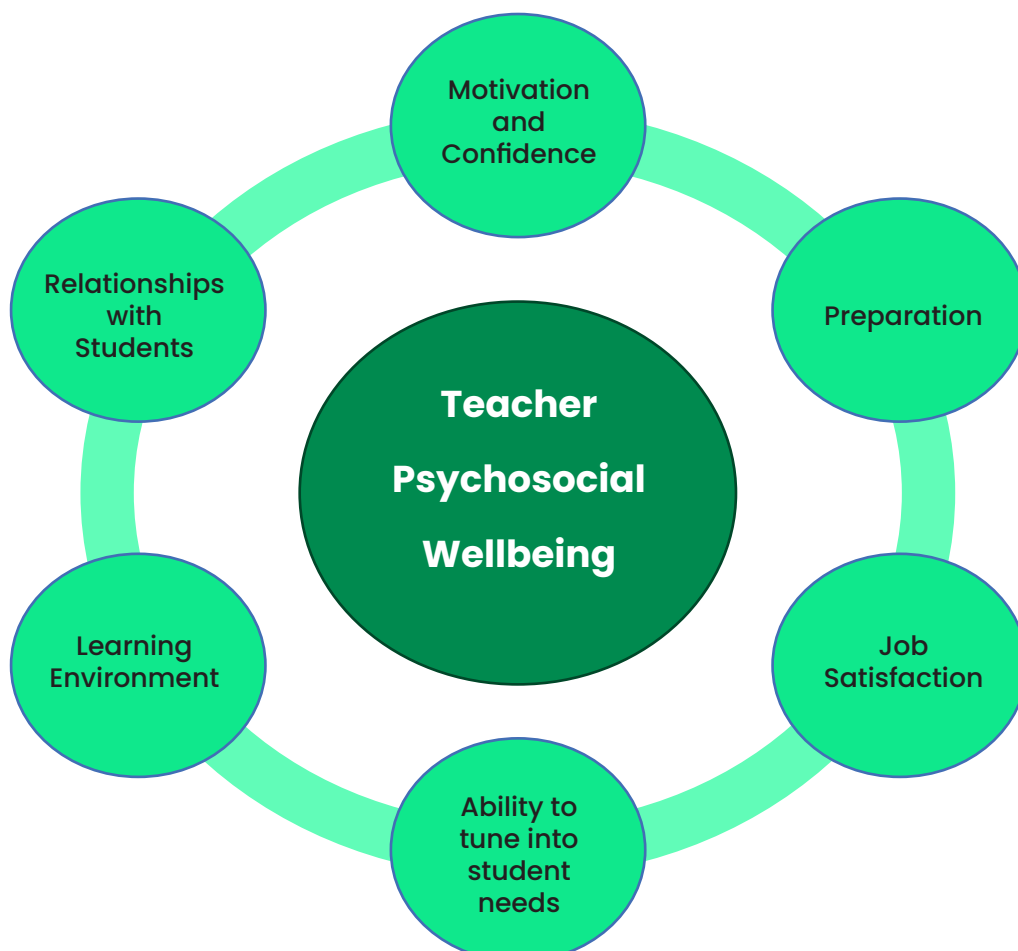
Practice Activity

Reflect on your own wellbeing and note down how it affects your teaching capacity.

1

6

2

How does my own wellbeing affect my teaching and willingness to use Learning through Play?

5

3

4

1.
2.
3.
4.
5.

Remember This!

```
PSYCHOSOCIAL ──┬── Psychological ──┬── Mind
               │                   ├── Feelings
               │                   └── Experiences
               │
               └── Social ─────────┬── Relationships
                                   ├── Culture
                                   └── Values
```

Teacher Workspace

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Teacher Workspace

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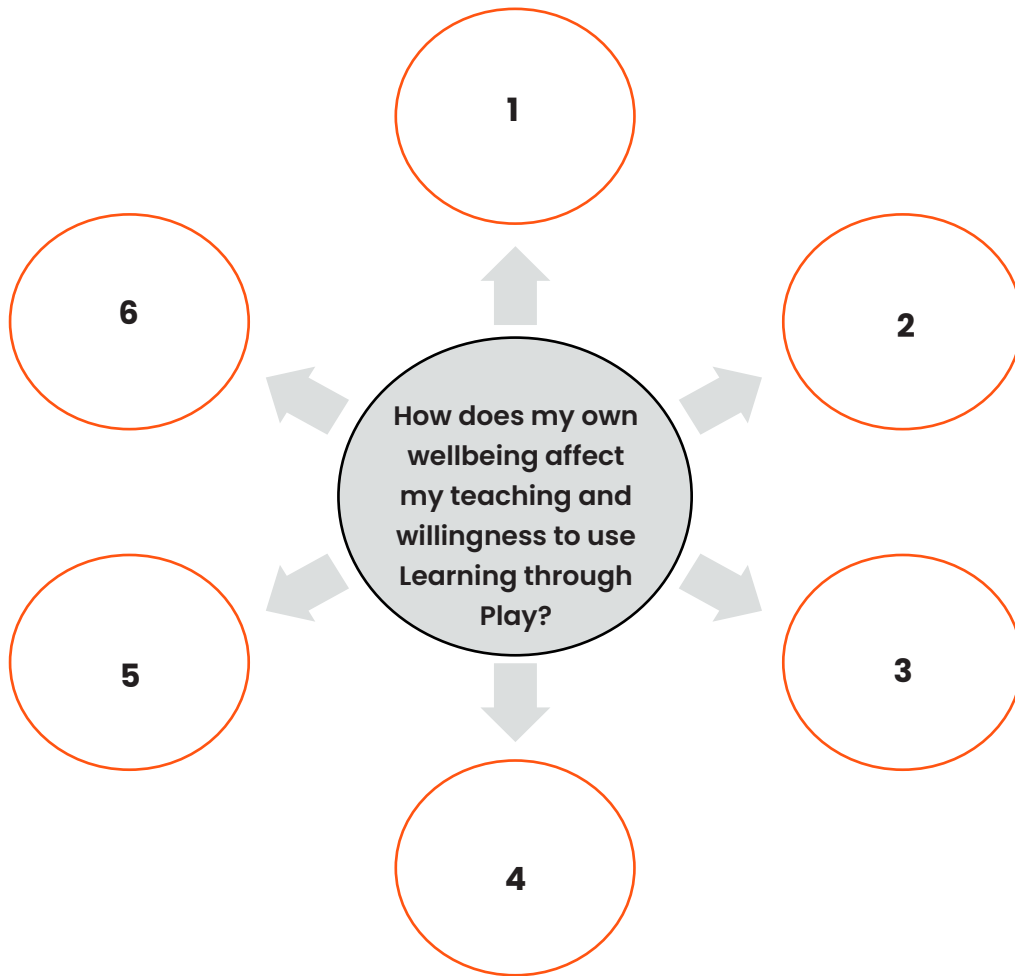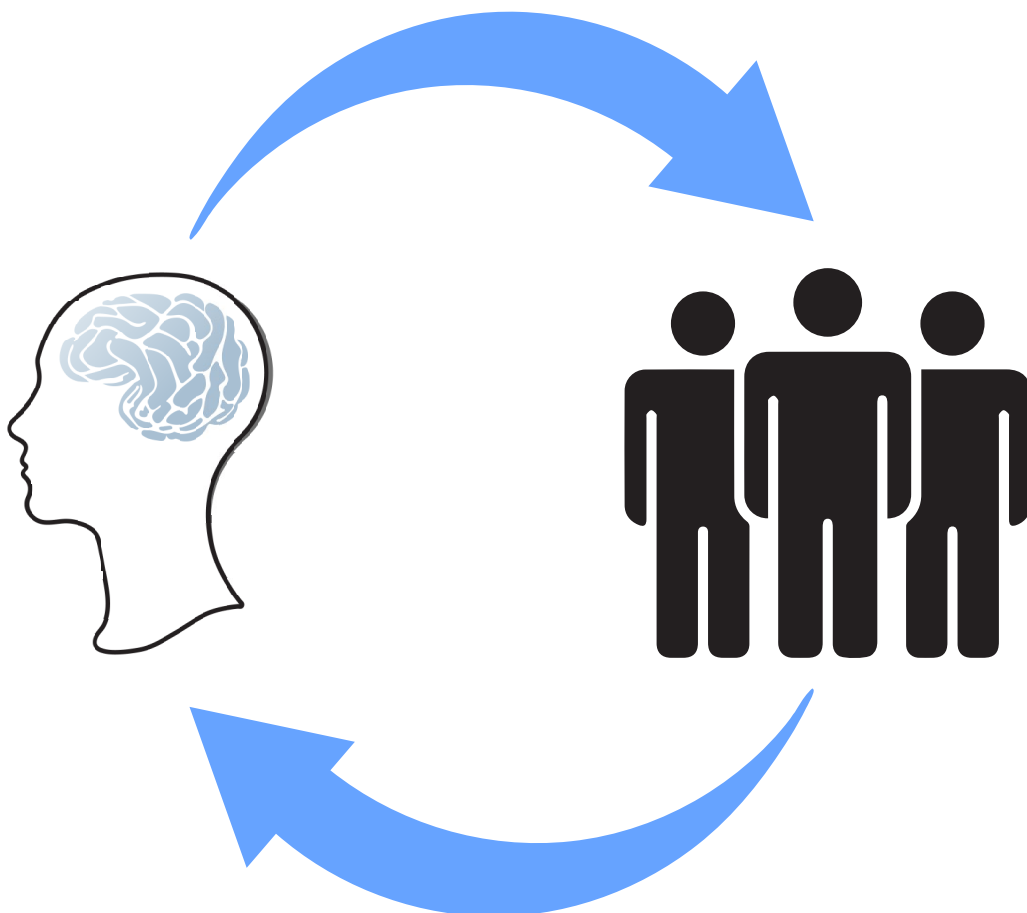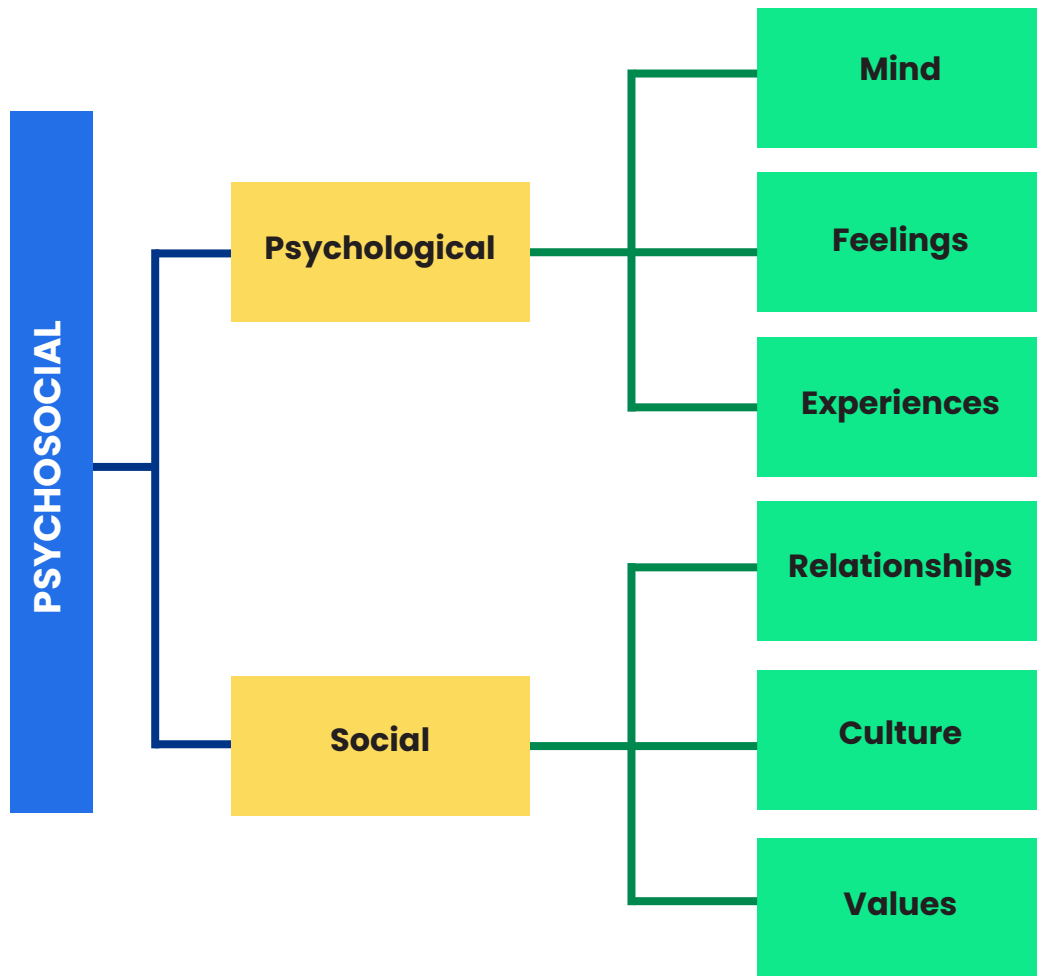
Signs of Stress and Coping Skills

Section 3
Part B

PlayMatters

💡 Introduction

This session covers the signs of stress, its effects on the teacher's role, and positive ways individuals can cope with stress. It also encourages reflection on personal wellbeing and suggests strategies for improving self-care.

Reflection

1 What do the following terms mean to you?

> **Stress means:**
>
> **Distress means:**

2 Reflect on the **balloon game** you played. List down what stresses you in your work as a teacher.

> **Your stresses as a teacher:**

Where in My Body?

1 Reflect on the **Lion and Antelope story** to describe how stress affects your body. Name the sensations or feelings you get...

2 Look at the outline of the human body below. **Draw and circle** the places in your body where you feel a sensation when stressed.

3 **Place an X** on areas most likely to be affected when you are stressed or have felt stress before.

31
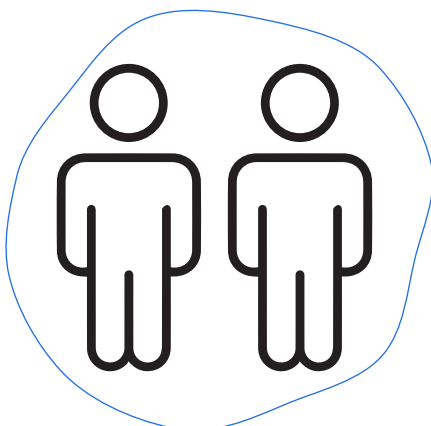
4 Mention ways of how to reduce tension in those areas identified.

Part of body experiencing tension/stress	Idea on how to reduce/cope tension
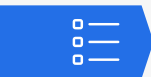
Key Concepts

🔶 Stress is the normal reaction to changes in our environment, in our minds and bodies.

🔶 Distress is when this overwhelms our ability to cope and function normally. This could result in us changing our behavior, such as:

- Making bad choices or losing our tempers.
- Having difficult feelings that won't go away such as feeling unmotivated or uninterested in things we used to enjoy.
- Affecting our daily functioning by being unable to do things that we usually can manage.

Common stressors, signs of stress and effects on a teacher include:

1

Physical Fatigue

Signs
- Constant tiredness.
- Headaches.
- Muscle tension.

Stressors
- Lack of resources.
- Long working hours.
- Challenging conditions.
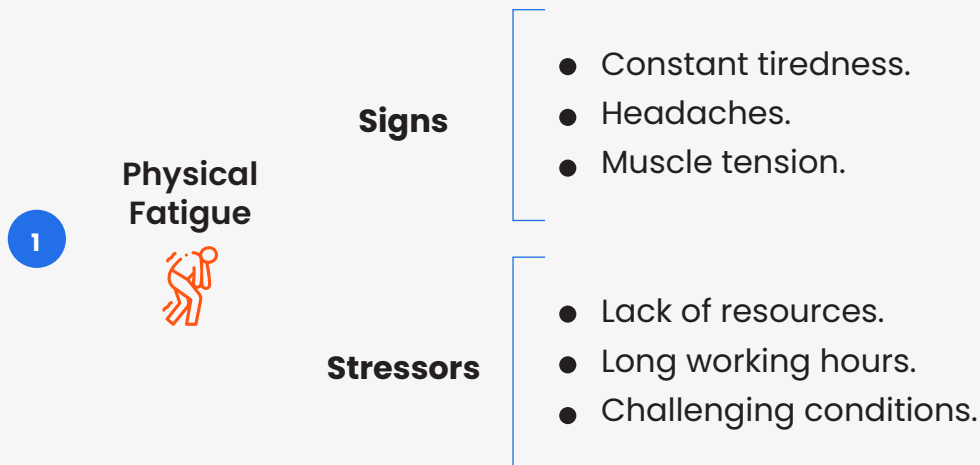
2

Emotional Exhaustion

Signs

- Feeling overwhelmed.
- Anxious.
- Irritable.

Stressors

- High workload.
- Limited support.
- Dealing with crisis situations.

3

Burnout

Signs

- Loss of enthusiasm for teaching.
- A sense of hopelessness.

Stressors

- Continuous exposure to crises.
- Insufficient coping mechanisms.

4

Reduced Job Satisfaction

Signs

- Lack of enjoyment in teaching.
- Dissatisfaction with work.

Stressors

- Inadequate resources.
- Challenging learner needs.
- Limited professional development opportunities.

5

Increased Frustration

Signs

- Short temper.
- Impatience or irritability.

Stressors

- Lack of tools.
- Limited control over the situation.
- Unmet needs.

6 **Difficulty Concentrating**

Signs
- Forgetfulness.
- Difficulty focusing on tasks.

Stressors
- Overwhelming workload
- Constant crisis management.

7 **Health Issues**

Signs
- Increased illnesses
- Susceptibility to infections

Stressors
- Poor working conditions
- Inadequate healthcare access

8 **Isolation and Withdrawal**

Signs
- Avoidance of social interactions
- Distancing from colleagues.

Stressors
- Feeling unsupported.
- Overwhelmed by responsibilities.

9 **Sleep Disturbances**

Signs
- Insomnia.
- Difficulty falling or staying asleep.

Stressors
- Persistent worry.
- Anxiety about the future.

10 **Financial Concerns**

Signs

- Financial insecurity.

Stressors

- Low salary.
- Economic challenges in the community.

11 **Lack of Resources**

Signs

- Struggle to access teaching materials and tools.

Stressors

- Limited resources.
- Inadequate infrastructure.

12 **Uncertainty about the Future**

Signs

- Anxiety about job stability and the educational landscape.

Stressors

- Ongoing crisis.
- Lack of clarity about the future.

🔶   Teaching can sometimes be stressful, but regular self-care prevents fatigue, keeps the body healthy, helps relieve stress, and increases your focus and productivity. It also strengthens your relationships and helps balance work and personal life.

🔶   Self-care refers to intentional actions taken by an individual to maintain and improve their physical, social, professional, and emotional well-being.

Self-care has several categories:

1 **Physical Self-Care.**
These are things you can do to help your body cope. Examples are:

- Eat a healthy meal.
- Drink water.
- Restful sleep, exercise and relaxation.

Other

2 **Emotional Self-Care.**
These are things you can do to help clear your mind or regulate your feelings. Examples include:

- Pray.
- Have fun.
- Read and write in a journal.

Other

3 **Social Self-Care.**
These are things you can do with others to increase your resilience. Examples include:

- Connecting with friends and family.
- Doing hobbies and community work.

Other

4 **Professional Self-Care.**
These are things that you do to stimulate your mind and learn continuously to protect your job performance . Examples include:

- Set work goals.
- Connect with learners and peers or explore educational materials.

Other

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Practice Activity

Read the case study below and apply your knowledge of self-care and stress management practices to give advice to help Joseph recover.

Case Study: Joseph

Joseph is a pre-primary teacher who is feeling overly stressed. He does not feel like the Head Teacher respects him; he also believes he does not have the materials that he needs to teach well because there are too many children in his class.

In his mind, the children have become undisciplined and rude, even from this very young age. He recently got in trouble for grabbing a misbehaving learner by the shirt which caused the buttons to pop off and the child to become afraid of him.

Joseph is not typically violent, he loves to dance and sing, is a leader in his church and spends time at home with his family on the weekends. Since this incident, Joseph has started to skip meals, withdraw from his children, and oversleep.

What self-care would you recommend for Joseph to do to help him recover?

Physical Self-Care	Mental/Emotional Self-Care

Social Self-Care	Professional Self-Care

1 After participating in this session, was there any new learning about your own wellbeing and how it affects your teaching practice? Was there anything that surprised you?

Yes **No**

2 What behavior, if any, that is highlighted in the case study do you see in yourself or your colleagues?

3 Which area(s) of self-care feel the most urgent and relevant for you?

4 Which self-care strategies that were shared inspired you or were new ideas?

5 Why should you have multiple self-care strategies to choose from?

6 **Set your self-care intentions.**

- Identify one or two things for each area that you already do and want to continue.
- Identify one or two things for each area that you would like to start doing.

Area	Positive things I already do…	Positive things I want to start doing…
Physical Self-Care		
Emotional Self-Care		
Social Self-Care		
Professional Self-Care		

Remember This!

1 Think of everyday activities that you do that help you to feel better, stronger, or more positive such as singing, dancing, talking to a loved one, playing with your children, walking outside, or enjoying a cup of tea.

2 There is no right or wrong way to do self-care.
All of these are self-care practices.
- o Take time to reflect on life and embrace learning for self-growth.
- o Practice non- judgment and celebrate your success.
- o Practice patience and be kind to yourself.
- o Try new ideas and learn from the successes and challenges you experience doing this.
- o Find time to be with peers and friends to have a moment of peace, share ideas, and clear your mind.

| Sing | Dance | Walk | Eat & Drink |
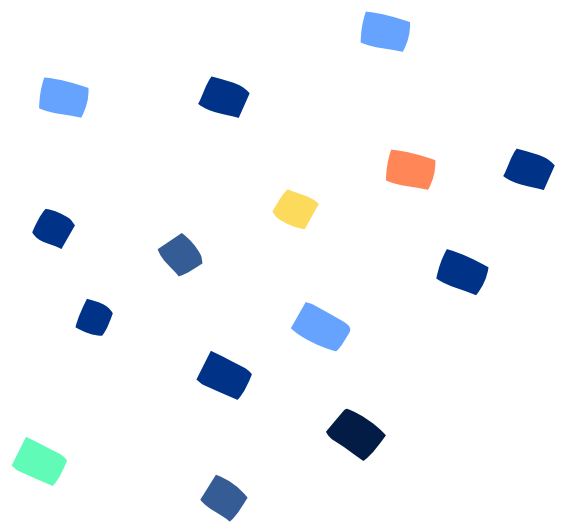
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Learner Psychosocial Wellbeing

Section 3
Part C

Introduction

This session introduces you to the importance of Learners psychosocial wellbeing. It covers the meaning of Learner psychosocial wellbeing, the signs of distress among learners, its effect on the learner's behaviors and effective ways to support learners in distress.

Reflection

1 What does the term Child Psychosocial Wellbeing mean to you?

2 Why is psychosocial wellbeing important for learners?

3 What signs can you observe that tell you that your learners are not okay?

Think about:

Physical
(related to the body or their sense)

Emotional
(how they feel)

Behavioral
(how they act or relate with others)

Other

4 Write down ways you support the psychosocial well-being of your learners.
Take 2 minutes to reflect on your class and learners.

Key Concepts

🔶 The psychosocial wellbeing of a learner refers to their overall mental, emotional, and social health. How a child feels inside (psychosocial well-being) is linked to how the child acts (behavior) and how they get along with others (relationships).

🔶 If a child is happy and feels good about themselves, it often shows in how they behave - like being friendly, playing, and paying attention in class.

🔶 If something is bothering a child or they're not feeling good inside, it also might show how they act or how they interact with others. Maybe they become quiet, sad, scared, or stressed and don't participate. It becomes harder to focus, learn, get along with friends and teachers, handle challenges and understand new stuff.

🔶 Learner Psychosocial wellbeing is important in many ways. When learners feel good inside it helps them to do better in school in many ways such as:

- Behave better and participate more in the classroom.
- Pay more attention in class and understand what the teacher is saying.
- Learn and remember new things more easily.
- Get good scores and feel proud of their achievements.
- Make friends, play together, and enjoy school.
- Get excited to come to school and attend school regularly.
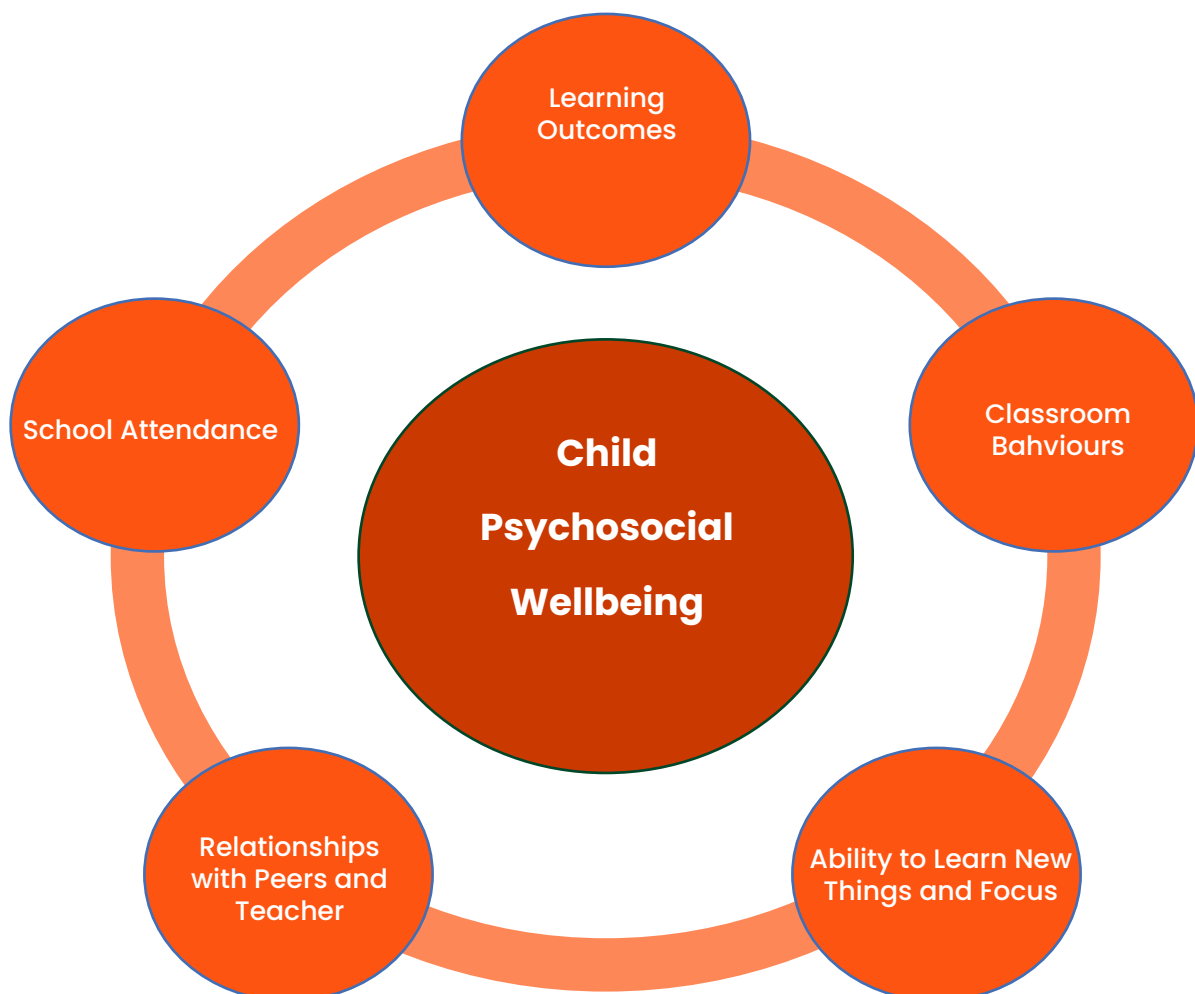
🔸 Below are some of the signs to recognize a learner in distress. **(Please note these are not all of the ways. Also, it is not that every learner will show every sign).**

Emotional

- Refusing to play with other learners.
- Is very demanding of affection or attention.
- Loss of interest in activities they used to love.
- Has self-destructive behavior—self harming, suicide attempts, drug, or alcohol abuse.

Other

Physical

- Shows signs of neglect or abuse.
- Falls asleep in class repeatedly or constantly complains of pain or illness.
- Is aggressive and fights with other learners.

Other

Behavioural

- Sudden change in toilet behaviors.
- Lacks the ability to make or keep friends.
- Sudden change in school performance.
- Shows sexual behavior inappropriate for their age, or excessive knowledge about sexual topics.

Other

🔸 Some ways to help learners' psychosocial wellbeing.

- **Be observant:** Keep an eye out for any changes in how learners act or what they do in class that might show they're having a hard time.

- **Show you care:** Get to know and make friends with your learners. If they trust you, they're more likely to tell you if something's wrong.

- **Listen actively:** Really listen when learners talk to you. Let them share their feelings without judging them.

- **Encourage friendship and kindness:** Encourage learners to be kind and to support each other. Being kind and understanding helps everyone feel better.

- **Talk to parents:** Keep in touch with parents. They can give you more information about what might be going on with the learner and work with the school to help.

- **Get help if needed:** Signal or report to the child protection focal point person in your school structure when there is a child who needs extra support beyond what you can provide **(Note: Child protection focal point is the person responsible for making referrals to service providers and/or informing family members).**

Practice Activity

Look at the picture, read case scenario of Juma and answer the questions that follow below it.

Case Study: Juma

Juma is a learner who is late for school every morning. When he gets to class, he falls asleep. Lately, his uniform is unwashed, and he frequently complains of stomachache during classes. When passing by Juma's desk while checking the learner's work, you noticed that he did not smell clean. You came closer and saw that his shirt was unbuttoned a bit, and he had many bruises on his arms and even burns on his chest.

Identify signs of distress of the learner Juma. and what you should you do at your level as a teacher to help him.

Behavioural Signs ☐

How do you know the signs of distress of Juma?

As a teacher, what should you do to help Juma?

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Emotional Signs ☐

How do you know the signs of distress of Juma?

As a teacher, what should you do to help Juma?

Physical Signs ☐

How do you know the signs of distress of Juma?

As a teacher, what should you do to help Juma?

📢 Remember This!

1. Encourage learners to express their feelings and concerns.

2. Show kindness, empathy, and respect for all learners.

3. Involve parents/guardians in monitoring and supporting the learner's wellbeing.

4. Share concerns and work together with others on solutions.

5. If signs of distress persist, involve health or other relevant experts.

Express feelings   Show Kindness   Seek Health Experts

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Strategies for Managing Challenging Behaviors

Section 3
Part D

PlayMatters

Introduction

This session explores ways to identify and manage challenging learner behaviors and effective ways to support learners in distress.

Reflection

Take a few minutes to write down the most common behavior challenges you have encountered in your classroom.

Specify Class ☑

Pre-primary
3-5 years

- Baby ☐
- Middle ☐
- Top ☐

Lower Primary
6-8 years

- P.1 ☐
- P.2 ☐
- P.3 ☐

Upper Primary
9-12+ years

- P.4 ☐
- P.5 ☐
- P.6 ☐
- P.7 ☐

List Common Challenges

Mention ways you manage or deal with the challenge

Key Concepts

Most common behavioral challenges in children who have experienced crisis.

Increased Aggressive Behaviours	Increased Anxious Behaviours	Increased Distracted Behaviours	Increased Withdrawing Behaviours	Decreased Decision-Making Behaviours
(physical, verbal, self-harm)	*(fear, uncertainty, need for control)*	*(inattentiveness, day dreaming, disrupting others)*	*(language delays or inability to express, poor relationships, isolation, "freezing")*	*(inability to process instructions, follow directions, plan, organize or solve problems)*

The following are four key strategies to manage challenging behaviors.

a) Help children re-regulate (calm down) so they can focus on learning.

This means using strategies to help learners manage their feelings and regain a sense of calm especially when they're upset, worried, or feeling overwhelmed.
Calming learners is important because it helps them.

- Focus and participate in lessons.
- Improve memory and thinking skills.
- Learn self-control and manage their behaviour.
- Solve problems with a clear mind.
- Reduce stress and avoid emotional outbursts.
- Build good social skills for communication and teamwork.
- Create trust and a safe learning environment.

Examples of activities you can use to calm learners:

What this looks/sounds like in a classroom	Why it is important
Have the child stand up, take 3 deep breaths as they move their arms up (on the in-breath) and down (on the out-breath). This can be done as a whole class, too!	Deep breathing (breathe out longer than breathing in) helps to tell the body that it is safe and able to focus.
Asking a child who is struggling to name 3 things they can see that are blue/brown/smooth/small (or any other attributes)	Naming things within the environment helps children stay in the present moment.
Sending a child who is struggling to do a helpful task or activity such as deliver a message to the office, bring you a drink of water, or erase the chalkboard.	Children naturally want to be helpful, asking them to help gives them the chance to concentrate on doing something good for someone else.
Asking a child to do (safe) "heavy work" like lifting, pushing the wall, stacking chairs, jumping.	Physical activities help children feel their bodies and not be locked in their minds.

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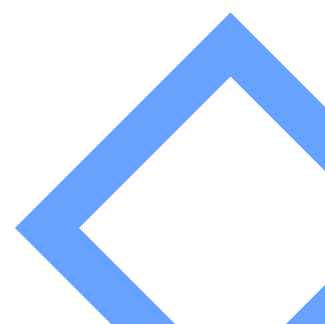
b) Identifying safe spaces for children to go to where they can calm down and re-regulate.

What this looks/sounds like in a classroom	Why it is important
Peace Corners" or "Calm Down Corners," These are a low-traffic area of the classroom that offer learners a few good, quiet options for calming themselves usually through charts or pictorial options that are age-appropriate (e.g., deep breathing, stretching, journaling/writing, a short timer, etc.). This might also be right outside of the classroom in the teacher's line of sight depending on space.	These classroom-based safe spaces like Calm Down Corners let children practice calming themselves down by giving them good choices to practice self-regulation and self-management.
Walk About—an established route that gives a child a brief break as they walk to/from the specific place (e.g., to the tree and back, around the classroom block once, etc.).	Walk Abouts are used at the teacher's discretion to make sure there is a set path and a child is not wandering, but when the child needs a break from the classroom (e.g., the child is crying and becoming embarrassed). It allows the child time and space to compose themselves while still being in a familiar place. This should be practiced as a whole class routine so that every child is familiar with the Walk About path.
Wellbeing Wall or Walk—a painted wall or path at the school that reminds children of coping skills and allows them to re-focus their mind. (An example might be: painted handprints on the wall at chest height that say "push," a colored dot for them to jump and touch high on the wall, a short affirmation to read (I am calm, I am focused, I am ready to learn), a prompt to 5 jumping jacks, a big X painted on the wall for them to stretch arms and legs out and take 4 deep breaths, etc.)	If the school is willing to do an installation of a Wellbeing Wall or Walk, this provides a sensory break for the children and can help practice positive coping skills.
School-safe space might be the referral desk or if available school counselor/Senior Male or Female Teacher. This is a person or area of the school where children know they can go to access services.	The school-wide safe space is where the child can go to be referred for services or for deeper follow-up support than what the teacher can provide in the classroom.

c) Setting clear classroom rules.

🔶 This means creating guidelines for how learners should behave, talk, and treat each other.

🔶 These rules help learners understand expectations and what they're supposed to do. They also teach important social skills like respect, cooperation, and empathy, ensuring everyone feels safe, included, and comfortable in the learning space.

🔶 Focus on safety, consistency, and inclusion when setting these rules.

Ensure rules are:

- **Clear and simple:** Rules are stated in a straightforward way that's easy to understand and explain to learners.
- **Visible in the classroom:** Display rules to be visible where everyone can see, like on posters or charts in the classroom.
- **Positive language:** Make rules focus on what learners should do, like "Respect each other," rather than what not to do.
- **Regular reminders:** Give learners regular reminders about the rules, demonstrate desired behavior and use visuals like posters to help you explain.
- **Inclusive language:** Use words that include everyone, making learners of different backgrounds feel like they belong.
- **Periodic reviews:** Check the rules regularly with learners to make sure everyone remembers them well.
- **Class discussions:** Talk together with learners in class about the rules, so everyone can share their thoughts and ideas.

Examples of activities to set rules and importance.

Activity	Why it is important
Agree on expectations before an activity or a lesson.	• Learners develop good decision-making skills. • Learners think ahead about classroom behaviors expected of them before activities.
Making classroom agreements/rules as a class at the start of the school year.	• This increases buy-in (especially from upper primary learners) for the norms of the classroom. • Allows the teacher to refer back to the agreements everyone made, instead of reacting and making it a power struggle between child and teacher.
Reminders about what is expected such as what good groupwork/teamwork/on-task looks like, naming what is acceptable/unacceptable or safe/not safe behavior.	• This reinforces positive behavior instead of negative attention-seeking. It also helps the children to know what to do, instead of just what not to do.

d) Establishing a predictable and consistent classroom routine.

This is essential for creating a positive learning environment for children. These routines help in the following ways.

- Children get to know better what is expected of them when they practice and repeat specific sequences.
- Lower the anxiety about not knowing what to do or what comes next.
- Build a sense of class connection and can even be fun.
- Help smother transition between activities.
- Once taught, it lessens the teacher's workload.
- For children who have faced crises, routines offer a reliable response they can learn to trust.

Here are some common classroom routines that teachers can use to help children have a predictable schedule:

1 Morning Routine or Circle Time

- Greeting students at the door, morning sign-in or attendance, put out materials to use.
- Start the day with a circle time to discuss the day's schedule, review the calendar, weather, and any important announcements.
- Share a daily schedule to give children a visual representation of the day.

2 Transitions

- Use signals, bell, or a timer to indicate when it's time to transition between activities. Have a consistent signal for the end of one activity and the beginning of the next.
- Incorporate energizers, short breaks, or movement-based activities to keep learners engaged.
- Review and reinforce classroom rules regularly such as what to do when visitors come, how to behave during group work and how to ask for something or help from the teacher.

3 Classroom Jobs

- Assign specific classroom jobs to learners, promoting responsibility and routine.
- Establish routines for hygiene such as classroom clean up, handwashing before meals and clearing up afterward.
- Rotate jobs regularly to keep things interesting and encourage collaboration among all learners.

4 Time Management and Schedules

- Establish and schedule specific and consistent times for different activities including the different lessons, learning centres (e.g., reading corner, art station, science area), mealtimes or co-curricular sessions (such as CAPE).
- Use timers, hand signals attention-getters or visual cues to indicate when it's time to move to a new centre/lesson/activity.

5 **Closure Activities (Closing Circle, End-of-Day, End of Lesson)**

- Collect and put away materials. Have a routine for packing up belongings.
- Recap the day's activities, allow learners to share something positive about the day and discuss any important information and messages to parents.
- Clearly communicate homework assignments and establish a routine for turning in homework and checking it.

Practice Activity

a) Give 3 key activities you can do to help children re-regulate (calm down) so they can focus on learning? Why they are important.

What is the activity	Why is it important

b) Give 3 key rules you have in your class   and why they are important.

Specify Class ☑		What is the rule?
Pre-primary 3-5 years	Baby ☐ Middle ☐ Top ☐	
Lower Primary 6-8 years	P.1 ☐ P.2 ☐ P.3 ☐	
Upper Primary 9-12+ years	P.4 ☐ P.5 ☐ P.6 ☐ P.7 ☐	

Why is it important?

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b) Which of the following routines if any is used in your school?
Add to the list any that may not be listed below:

Specify Class ☑   ☑   ☑

Pre-primary	**Lower Primary**	**Upper Primary**
3-5 years	6-8 years	9-12+ years
Baby ☐	P.1 ☐	P.4 ☐
Middle ☐	P.2 ☐	P.5 ☐
Top ☐	P.3 ☐	P.6 ☐
		P.7 ☐

Routine	Do you use this routine in your class 👍 YES	👎 NO	If YES, why is it important?
How to enter/leave the classroom.	☐	☐	
Handing out and collecting back materials used during class.	☐	☐	
Morning sign-in or attendance.	☐	☐	
Review the calendar, weather, and any important announcements.	☐	☐	
Say a prayer at the start and end of the day.	☐	☐	

Remember This!

1 Four strategies for managing learner behaviors in the classrooms.
   i. Establish clear routines.
      - Set consistent daily routines to provide structure.
      - Clearly communicate expectations and transitions.
   ii. Define and reinforce class rules.
      - Establish simple, age-appropriate rules.
      - Reinforce rules consistently and positively.
   iii. Implement calming strategies.
      - Teach and model self-regulation techniques.
      - Integrate calming activities, such as deep breathing or mindfulness exercises.
   iv. Designate a safe space.

2 Learning is not just about academics; it's also social and emotional. Your relationship with the learners is as important as the subject you teach.

3 All behavior is communication. Pay attention to what learners are trying to express with their behavior.

4 Misbehaving doesn't make a student a bad learner. Look for signs that indicate a need for additional support or referral.

5 Establishing a consistent routine is not just for managing the class; it also promotes trust, safety, and positive relationships, especially after distressing events like the pandemic.

6 Celebrate both successes and failures as learning opportunities. Activities and games prepare learners for real-life skills.

Clear Routines   Communication   Celebrate Success & Failure

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Referral of Children in Distress

Section 3
Part E

Introduction

The session is to explore how you can effectively manage and make referrals for learners who may require additional support or specialized service.

Reflection

- Take 2 minutes to reflect on your class and learners.
- Write down ways you support the psychosocial well-being of your learners.

Key Concepts

🔸 Referring children in distress means recognizing when a child is going through tough times emotionally, socially, or behaviourally. It involves taking steps to connect them with the right support services to help them navigate these challenges.

🔸 Timely identification and referrals are crucial to prevent issues from getting worse, connecting the child with the right resources, and providing the necessary professional support. This helps children perform better in school, contributing to their academic success.

🔸 Referring children in distress is a team effort that includes teachers, parents, professionals, and the community. **Here are the key roles for teachers.**

Teacher role is to...	Teacher role is not to...
• Teach and ensure safe, caring and inclusive rules and routines. • Know the signs and symptoms of children who are distressed. • Know who the school's child protection focal point is (person who handles referrals and informs family. • Alert the focal point person when a child needs extra support. • Build trust and encourage learners to connect with their social network (family members, caregivers, neighbors, religious leaders). • Keep children's stories and information confidential.	• Control children and always make decisions for them. • Prevent or control all distressed behaviors. • Take on specialist roles such as counseling or diagnosis. • Manage cases of children in distress or try to "fix" every child who shows any signs of distress. • Pay attention solely to the one learner who is struggling.

🔶 There are four separate skills involved in identifying and referring children that are showing signs of distress for support services. **These include the following:**

- **Identification:** Notice, observe and read children's signs (physical, emotional, social, and behavioral).

- **Signaling:** Signal your concern to the right person, someone with the mandate to follow up. Such as the Senior Male and Senior Female Teachers and members of the School Leadership Team.

- **Referring:** Make the right referral to the right level in the right way.

- **Documentation:** After a referral is made, there should be a confidential and secure way to document the referral (type, suggested follow-up and any other documentation required).

- **Follow-up:** Once a referral has been made, a follow-up to determine if the child has received services is also suggested.

Identification and referral

All adults connected to the PlayMatters project*

Adults with the mandate to report**

| Identification | Signaling | Referring | Follow-Up |

Line of Responsibility
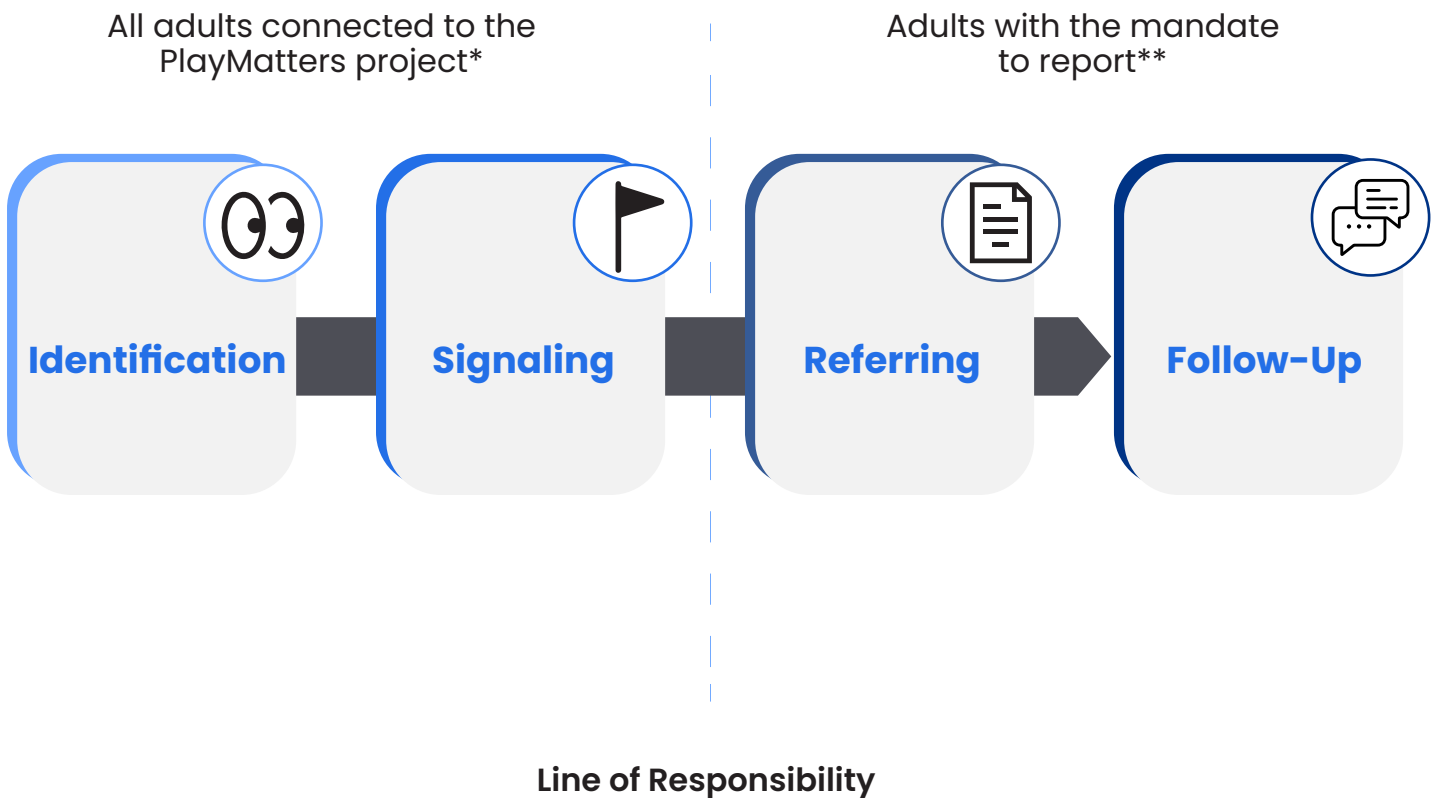
*These might include TeamUp facilitators, Play Ambassadors, community leaders, teachers etc.

**These might include PlayMatters staff, community leaders with training, school-based focal points etc.

Practice Activity

Referral information for my location

- Teachers can refer learners in distress to various services that provide support and assistance based on the nature of the distress.
- It is important for teachers to have a good understanding of the available resources in their community and to work collaboratively with stakeholders to ensure learners receive appropriate support.
- Identify and fill in the table below to show who to contact if a learner needs support or referral in your area:

Location	Services to Seek For	Designated Contact Person or Service Provider or Agency
School Senior Teachers, School Counselors, Peer to Peer Groups	■ Academic support ■ Counselling ■ Career Guidance ■ Peer to Peer support ■ Direct Support- Dignity Kits ■ Scholastic Materials	Name Phone Location
Health Clinic Medical Professional, Mental Health Expert, Village Health Worker	■ Counselling ■ Physical treatment ■ Diagnosis ■ Therapy ■ Nutritional Counselling ■ Home visiting	Name Phone Location
Hotlines/Help Lines for Psychosocial Support National Child Help Line, Refugee Service Desk, Toll Free Numbers for (INGO, UNHCR)	■ Report concerns on child safeguarding (safety & wellbeing) ■ Get information ■ Ask for counselling services ■ Self-help resources	Name Phone Location

Location	Services to Seek For	Designated Contact Person or Service Provider or Agency
Community and Social Services (Government and NGO) District Probation Officer, Community Development Officers, Social Workers, Para-Legals, Religious Leaders	■ Counselling and rehabilitation ■ In kind support (housing, materials) ■ Parenting classes ■ Financial services (eg VSLA, PDM, Cash for Education, Microfinance) ■ Legal assistance ■ Community development groups ■ Skills training and entrepreneurial support ■ Home visiting ■ Food security/food aid	▭ **Name** 📞 **Phone** 📍 **Location**
Local Authorities/ Police Local Councils/RWC RDC, Police (Family Affairs Unit), District Probation Officer Community Development Officers, Social Workers, Para-Legals	■ Safety and security related legal support, Information dissemination, guidance & awareness building workshops. ■ School needs and support for community policing ■ Victim support and rehabilitation (in case of bullying, harassment, abuse, neglect) ■ Enforcement, reporting and mediation services to resolve conflicts. ■ Emergency preparedness and risk management.	▭ **Name** 📞 **Phone** 📍 **Location**

Remember This!

1 **Happy learners perform better in school.** If a child is upset, it can affect their focus and attention.

2 **Watch for upset children and help them.** Identifying and referring distressed children is part of the teacher's responsibility.

3 **Your role is to teach.** If a learner's needs go beyond this role, inform the school contact who can handle it.

Happy Learners   Identify and Refer   Social Emotional Learning
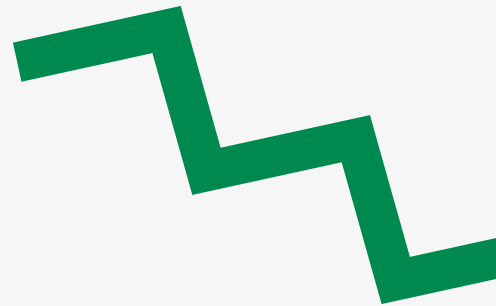
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Understanding Gender

Section 4
Part A

Introduction

This session helps you to understand the role of gender and inclusion in Learning through Play. It covers gender stereotypes and biases in education, inclusive teaching and its impact on diverse learner groups and practical strategies for promoting gender in learning through play.

Reflection

Characteristics of male and female.

1 What comes to your mind when you hear the words male(men/boys) and female (girls/women).

Female:
Male:

2 What do you understand by the terms? What is the difference?

Gender:
Sex:

3 Think about what boys and girls in your class or school are expected to do before school, during school and after school.

	Morning	Afternoon	Evening
Boys' daily activities, roles, responsibilities			
Girls' daily activities, roles, responsibilities			

Key Concepts

Gender-related terms glossary.

1 Sex

- **Meaning:** Biological and genetic differences universally found between males and females.
- **Example:** Male sex organs, features and hormones are different from female. Females menstruate and give birth while men do not.

2 Gender

- **Meaning:** Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined.
- **Example:** Men/boys are often characterized by assertiveness, competitiveness, and strength, while women/girls are associated with nurturing, empathy, and gentle emotional expression. Men/boys are expected to assume roles as breadwinners, leaders, and protectors, whereas women/girls are expected to take on roles such as caregivers, homemakers, and primary nurturers of children.

3 Gender Stereotypes

- **Meaning:** These are generalized beliefs or ideas about the attributes, roles, or behaviours of individuals based on their gender.
- **Example:** The teacher who has an assumption that boys are better at math than girls might unintentionally give more attention to boys during math activities affecting the confidence and performance of girls in math.

4 Gender Bias

- **Meaning:** Unfair or unequal treatment based on unproven beliefs about a specific gender. Bias may be conscious meaning one is intentional and aware that they think that way or unconscious meaning one take it to be natural or a given and is not aware or intentional of thinking in that specific way.
- **Example:** A teacher consistently calling on girls to answer questions related to cooking while thinking boys may struggle with the topic. This bias may discourage boys from participating actively in math discussions and perpetuating the bias that girls are better at cooking than boys.

5 Gender Equality

- **Meaning:** Ensuring that all individuals have the same rights, opportunities, and treatment regardless of their gender.
- **Example:** In a gender-equal classroom, boys and girls have equal opportunities to participate in all activities, subjects, and leadership roles without any bias.

6 **Gender Equity**

- **Meaning:** Making sure that everyone gets treated fairly and justly regardless of their gender in the distribution of resources, opportunities, and benefits. Gender equity addresses the gaps due to historical and social factors that may have led to unequal starting points for different genders.

- *Example:* A teacher deliberately alternates leadership between boys and girls, forms a mixed group or arranges the seating plan in ways that encourage boys and girls to interact, share ideas and classroom resources.

7 **Gender Norms**

- **Meaning:** Societal expectations, unwritten rules, beliefs, or standards regarding how men/boys or women/girls should behave, express, or present themselves. These expectations or norms can vary from one culture to another, and they can change over time at a particular point in time for a specific society or community.

- *Example:* In a classroom, teachers may use language that unintentionally reinforces gender norms. For example, they may address boys as "strong" and "confident" while describing girls as "sweet" or "helpful."

8 **Gender Discrimination**

- **Meaning:** This refers to being treated unfairly, unfavorably or denied a chance based on their gender.

- *Example:* Denying a girl the chance to lead the math contest team for a national competition because of an assumption that the boys are better leaders.

9 **Gender Mainstreaming**

- **Meaning:** The process of integrating a gender perspective into all aspects of policies, programs, and activities to ensure that gender concerns are considered.

- *Example:* Designing a school curriculum that includes diverse perspectives and experiences of both boys and girls.

10 **Gender Responsive**

- **Meaning:** Reacting or adapting to the needs and experiences of individuals based on their gender.

- *Example:* Implementing teaching methods that cater to the diverse learning styles of both boys and girls in the classroom.

Practice Activity

Match each statement with the appropriate category, either "Sex" or "Gender".

	Sex	Gender
Men are strong and courageous.	☐	☐
Women breast feed children.	☐	☐
Girls are polite and soft.	☐	☐
Boys are better at football than girls.	☐	☐
Boys cannot take care of babies.	☐	☐
Girls experience menstruation at puberty.	☐	☐

Remember This!

1. **Inclusion** - The act and practice of including someone or something as part of a group.
2. **Gender** - Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined.
3. **Sex** - Biological and genetic differences universally found between males and females.
4. **Gender Stereotypes** - Generalized beliefs or ideas about the attributes, roles, or behaviours of individuals based on their gender.
5. **Gender Bias** - Unfair or unequal treatment based on unproven beliefs about a specific gender.

| Boys | Materials | Girls | Talk-Time | Friendly |
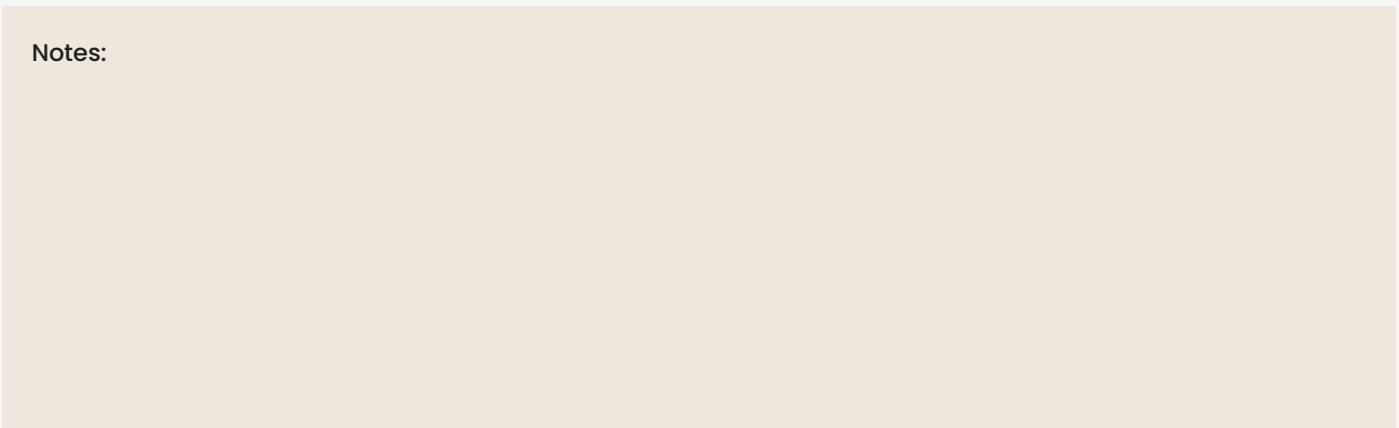
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Gender Responsive Teaching and Learning

**Section 4
Part B**

PlayMatters

💡 Introduction

This session is intended to enable you develop the skills and knowledge needed to implement gender responsive teaching and learning to help you recognize and identify ways to challenge gender biases and stereotypes in your teaching and learning.

📋 Reflection

Common Gender biases, stereotypes, and expressions
Indicate if you agree, disagree or are neutral not sure.

	Agree	Disagree	Neutral	Not Sure
Boys are active. Girls are timid.	☐	☐	☐	☐
Girls are more disciplined than boys.	☐	☐	☐	☐
Both girls and boys should be kept in school.	☐	☐	☐	☐
Boys are better in science and girls in social studies.	☐	☐	☐	☐
If parents have limited resources or money for school fees, the boys should be prioritized.	☐	☐	☐	☐
Teachers should give equal attention to girls and boys while at school	☐	☐	☐	☐

☰ Key Concepts

🔸 Teachers can sometimes treat boys and girls unfairly without realizing it. Biases based on gender and abilities, whether conscious or not, can harm a child's interest and ability to learn.
Some common biases in a classroom or school settings.

- Teachers may unknowingly expect different things from boys and girls in terms of grades, behaviour, or leadership.
- Some learners, based on gender, get more attention or chances to participate in class activities.
- Girls might be overlooked for leadership roles, assuming that boys are more natural leaders.
- Language used in class may unintentionally support stereotypes, like calling boys "strong" and girls "sweet."
- Instances of gender-based bullying or harassment might be ignored or not taken seriously.
- In sports, opportunity, resources, and support are not always distributed equally between boys and girls, affecting opportunities for physical activities.
- Dress codes can be stricter or have different rules for students based on their gender.

Some common stereotype in a classroom or school setting.

- Thinking that boys are just naturally better at math and science, while girls are not.
- Believing that boys should be loud and assertive in class, while girls should be quieter and cooperative.
- Linking qualities like being a leader or assertive to boys and associating caregiving and nurturing qualities only with girls.
- Assuming that boys are more into sports and better at it than girls.
- Thinking that certain careers are only for boys or girls without considering what each person wants to do.

Teachers have an obligation to always talk and act in a way that is fair to both boys and girls and make sure activities work for everyone. **Some ways teachers can ensure gender equal and gender equitable classrooms are below:**

1 **Classroom Layout and Organization:** Seating arrangement (indoor and outdoor)

- Mix boys and girls.
- Rotate seats.
- All have a seat in a preferred place.

Other

2 **Safe Classroom Environment:** Apply class rules and practices for girls and boys.

- Equally.
- Fairly to girls and boys.
- Safely.

Other

3 **Equitable Access to Learning Resources**

- All boys and girls of different abilities access.
- Set group norms about sharing fairly.
- Avoid labeling materials as boys' materials and/or girls' materials.
- Avoid a race for materials, make a clear distribution and collection plan for the materials.

Other

4 **Equal Participation:** Encourage all learners to participate regardless of abilities or gender.

- Distribute roles for boys and girls equally and fairly.
- Interchange tasks and roles.
- Pay attention to the gender balance of the group.
- Mix the groups in different ways, and only separate boys and girls where necessary.

Other

5 **Mode Use of Positive and Neutral Language**

- Pay attention and allow "talk time" for girls and quieter children to speak.
- Use positive examples of both men and women.
- Relate and interact with learners in positive, friendly, and safe ways.
- Remember to praise girls and boys equally.
- Materials for everyone.
- Mix boys and girls.
- Always be fair to boys and girls.
- Shared talk-time for everyone.
- Friendly and positive interactions.

Other

Reflection

How easy is it to consider the following in your classroom?

	Easy	Average	Difficult	Not Sure
1 Recognize that all children are different.	☐	☐	☐	☐
2 Recognize that a learner's abilities are not based on their gender.	☐	☐	☐	☐
3 Create opportunities for equal participation of girls and boys in class activities.	☐	☐	☐	☐
4 Make sure that there is equitable access to teaching and learning materials for all learners.	☐	☐	☐	☐
5 Organize and lay out the learning environment so girls and boys both feel comfortable.	☐	☐	☐	☐
6 Use gender-positive language with empowering examples that encourage both boys and girls to thrive.	☐	☐	☐	☐

Remember This!

1 Girls and boys both deserve the same chances to access learning opportunities, materials, and activities, support to explore their abilities equally.

2 There is nothing that makes a particular gender better in any given subject or learning activity. When both boys and girls have the same chances to learn they can both do well and succeed.

3 Be gender responsive in your teaching practices, materials, and interactions. Consider the below within the classroom:
  o Diverse materials for everyone.
  o Mix boys and girls.
  o Always be fair to boys and girls.
  o Shared talk-time for everyone.
  o Use inclusive language.
  o Friendly and positive interactions.

Boys	Materials	Girls	Talk-Time	Friendly

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Inclusive Teaching and Learning

Section 4
Part C

💡 Introduction

This session covers the meaning and importance of inclusion, offering practical tips for teachers to create inclusive classrooms.

📋 Reflection

1 Define the meaning of the term in a classroom setting.

> ✍ **Inclusion means:**

2 In your own understanding, answer the question.

> ✍ **Why is inclusion important?**

3 Study the pictures below of an inclusive classroom.

> ✍ **Reflect on the definition of inclusion shared, write what you see in the pictures that relates to inclusion.**

Picture A

Picture B

> ✍ **Which of the pictures show inclusion in teaching and learning and why?**

Key Concepts

◆ Inclusion is the act and practice of including someone or something as part of a group.

◆ Inclusion in the classroom involves practices to accommodate and support diverse needs of all learners regardless of their backgrounds, and learning styles.

◆ An inclusive approach involves creating an environment where every learner feels valued, respected, and has equal opportunities to participate, engage, and succeed in the learning process.

◆ Inclusion does not only cover children living with disabilities but encompasses a wide range of special needs, from children living with disabilities to gifted learners to social cohesion like being in a multi-lingual, multi-religious, multi-ethnic classroom.

Inclusion is important for the following reasons among others:

- Celebrate Diversity: Inclusion celebrates diverse backgrounds, cultures, and abilities, ensuring classrooms represent everyone.

- Equal learning opportunities: Inclusion provides all students with equal chances to learn, participate, and succeed, fostering a sense of belonging.

- Develop social skills: Inclusive settings encourage positive social interactions and understanding among learners with diverse backgrounds and abilities.

- Improve academics: Inclusion boosts academic performance by addressing individual learning needs and providing necessary support.

- Real-world readiness: Inclusive classrooms prepare learners for the diverse society they will encounter, readying them for future social and professional interactions.

◆ How Inclusion Looks Like in the Classroom:

- Teaching methods: Teachers use varied teaching strategies to accommodate different learning styles and abilities.

- Support: Tailored support and accommodations are provided to address specific learning needs.

- Materials: Learning materials and resources are diverse and represent a range of cultures, backgrounds, and perspectives.

- Respect and collaboration: Learners and teachers work together as a team, showing acceptance and celebrating individual and group achievements.

- Physical access: Classrooms are physically accessible, accommodating students with mobility challenges.

- Language: Teachers use language that embraces diversity and avoids stereotypes or biases.

◆ Teacher tips to ensure an inclusive classroom.

- Establish classroom rules or Code of Conduct that encourage the value of all children and requires learners to engage with everyone in the class.

- Create an appropriate learning environment and seating chart to ensure full and active participation of all children regardless of physical, linguistic or cognitive abilities.

- Ensure every child understands LtP activities and messages using different techniques (drawing, picture, symbols, audio-visuals, language, etc.).

- Create access to LtP materials for all children regardless of any differences, and give adequate time to communicate, share and work in groups.
- Ensure LtP activities are not segregated (e.g., dividing into groups based on religion, ethnicity, economic status, host community vs. refugee children, singling out the children living with disabilities, etc.).
- Give opportunities for children living with disabilities to lead, be a good example and participate equally.
- Use inclusive language and avoid using language that diminishes, separates, or focuses pity on people with differences.
- Inspect and ensure safe, confidential, and accessible reporting mechanisms for school violence.
- Regularly interact and monitor learner's performance with their parents/ guardians.

Practice Activity

Read the scenario below and identify ways to answer the question based on what you have learned about inclusion.

A ten-year-old girl **Margaret** has limited hearing and sight. She is dependent on her elder brother's. Her brother assists her to walk to and from school every day, but because he has a new job and a business to run he sometimes comes late to pick and drop Margret to school, arriving when classes have started and this makes it quite difficult for her to keep up with the learning activities. Although she is able to understand better when she sits in the front of the class close to the blackboard where she can hear the teacher well, Margaret gets to class when the front rows are already taken by those who arrive early. The teacher and other learners generally treat her well—they do not tease her or disrespect her, but they do not include her in conversations or activities, assuming it is too difficult for Margaret to understand the questions and materials being used.

If you were Margret's teacher, what would you do to help Margaret.

	👍	👎
■ Take part in all activities and not be left behind or isolated.	☐	☐
■ Be more independent and rely less on her brother.	☐	☐
■ Learn in a way that meets her special needs.	☐	☐
■ Easily get around and use things in the classroom.	☐	☐
■ Get consideration for her needs from classmates.	☐	☐

PlayMatters

Remember This!

1 **To be inclusive in your class:**
- o Embrace, celebrate and value the diversity of your learners.
- o Make all learners feel welcome, respected, and included.
- o Understand and support individual learner needs, strengths, and challenges.
- o Model inclusive behavior and attitudes in all interactions with learners.
- o Adapt teaching strategies, materials, and resources to meet different learner needs.
- o Collaborate with peers, parents, and experts to refer learners for holistic support.

Diversity   Respect   Interactions

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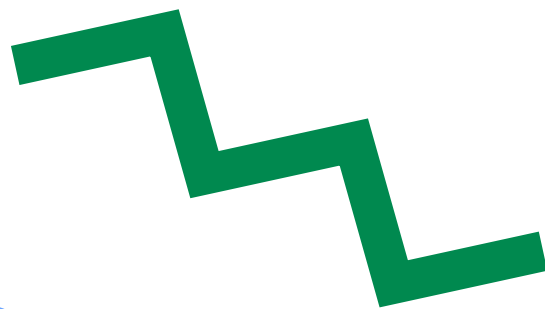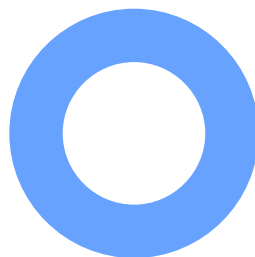
LtP Enabling Classroom Environment

Section 5

Introduction

This session is intended to give you a brief introduction to inclusion concerns within teaching and learning activities.

Reflection

Take a quiet moment, think about your own classrooms and learning environments, what they look like, what they feel like and what is available there, try to bring the image of your classroom into your mind.
Sketch or write down some key words below based on what you have visualized.

Fill in the classroom and learning environment hecklist below basing on what you have visualized your class to be.

	👍 YES	👎 NO	Comment
1. Does the classroom layout allow the teacher to move freely to reach all learners?	☐	☐	
2. Does the seating arrangement enable all learners to access learning stations and materials easily?	☐	☐	
3. Does the seating arrangement encourage group work and interactions among learners?	☐	☐	
4. Is the learning space clean, safe, and free from hazards?	☐	☐	
5. Are the classroom visuals well-displayed at the right height for all learners?	☐	☐	
6. Do the displayed visuals support incidental learning and serve as references for assessment?	☐	☐	
7. Are there social guidelines to regulate learner behaviors and ensure a safe environment?	☐	☐	
8. Are there established signals for transitions between activities or subjects?	☐	☐	
9. Are all learners, including those with learning difficulties, included in class activities?	☐	☐	
10. Is there a practice of celebrating growth, achievements, or teamwork within lessons?	☐	☐	

Key Concepts

An enabling environment entails the physical and social set up intended to foster optimal learning and development. It is characterized by the following features:

1 Classroom Layout

- Seating arrangements are flexible to allow for different seating options, movement, and collaboration to promote group work.
- Specific areas are designated for different types of learning through play, such as group work.
- The classroom layout is accessible for all learners, including those with mobility challenges.

- There are clear pathways for movement, ensuring that children can navigate space easily and access learning stations or materials.
- A place for learners to rest, lie down, calm down when upset is provided for.
- Are you able to move freely around the classroom to access all learners?

2 Visuals and Displays

- Visuals and displays are related to ongoing themes or topics being covered by learners.
- There are spaces to showcase and celebrate the children's work, creations, and achievements.
- There are visuals that encourage interaction, such as charts, graphs, or collaborative artwork.
- The materials and learning stations are well labelled with clear visuals and text and promote incidental learning.
- The materials are displayed at learner's eye level and easy for both the teacher and the learners to refer to or see from different angles.

3 Teaching and Learning Materials

- There are a variety of hands-on materials that children can manipulate to enhance learning.
- The materials allow for open-ended use and creativity, rather than having a single defined use.
- The teaching materials are suitable for the age and developmental stage of the learners.
- Materials are attractive and eengage multiple senses to support diverse learning styles?

4 Inclusion

- The visuals, books, and materials are inclusive, representing a diverse range of cultures, abilities, and backgrounds.
- The teaching materials are adaptable to accommodate different learning needs and styles.
- There are opportunities for collaborative learning that encourage social interaction among all learners.
- The classroom culture promotes respect and understanding of individual differences.

5 Classroom Routines

- There are established routines that allow learners to transition smoothly between activities.
- The daily schedule is predictable and consistent, providing a sense of security for the children.
- There are strategies in place to support smooth transitions between learning activities.
- There is time allocated for reflection and discussion after learning activities to reinforce learning.

Practice Activity

Challenge	What is your advice?
■ The large class size limits access to learning materials for learners.	
■ The storage for teaching materials Insufficient; and the class is often used for meetings, leading to damage of displays and charts.	
■ There are two learners with special needs: one is a visually impaired learner who struggles to see the charts and blackboard, even when seated at the front.	
■ Another learner from a neighboring country faces language difficulties with verbal instructions and group work.	
■ Gender-biased picture cards, portraying stereotypical professions are being used in class. The men are depicted as doctors, drivers, soldiers, and presidents, while women shown as cleaners, cooks, and nurses.	

Remember This!

1 Make a safer and happier learning environment. Give attention to both physical and emotional aspects.

2 How the classroom is organized affects children's ability to interact with each other, the teacher and TLMs.

3 The physical learning environment. Includes: seating arrangements, classroom layout, accessibility, use of visual aids and inclusion.

4 The social-emotional environment includes: classroom routines, leadership opportunities for boys and girls, social guidelines, learner wellbeing, inclusive language and positive relationships.

Safe   Happy learning   TLMs   Visual Aids

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Teaching and Learning Materials to support Learning through Play

Section 6
Part A

Introduction

In this session, you will see the significance and role of teaching and learning materials (TLM) in facilitating Learning through Play (LTP). You will explore innovative strategies for creating, selecting, utilizing, and managing materials that enhance LTP experiences. Additionally, practical insights and tools will be provided to optimize the use of teaching and learning materials in your classrooms.

Reflection

Why are Teaching and Learning materials important?

In what ways do they help children learn?

Make a list of five teaching and learning materials that you frequently use in your class.

Name the material:

How and ways the teaching and learning material helps children learn.	**Categorize the material** ☑
	Print ☐
	Manipulative ☐
	Visual ☐
	Equipment ☐
	Digital ☐

Name the material:

How and ways the teaching and learning material helps children learn.	**Categorize the material** ☑
	Print ☐
	Manipulative ☐
	Visual ☐
	Equipment ☐
	Digital ☐

Name the material:

How and ways the teaching and learning material helps children learn.	**Categorize the material** ☑
	Print ☐
	Manipulative ☐
	Visual ☐
	Equipment ☐
	Digital ☐

Name the material:

How and ways the teaching and learning material helps children learn.	Categorize the material ☑
	Print ☐
	Manipulative ☐
	Visual ☐
	Equipment ☐
	Digital ☐

Name the material:

How and ways the teaching and learning material helps children learn.	Categorize the material ☑
	Print ☐
	Manipulative ☐
	Visual ☐
	Equipment ☐
	Digital ☐

Key Concepts

🔸 Teaching and learning materials (TLM) refer to resources, tools, and aids used by teachers to facilitate teaching and support learning. These can include textbooks, visual aids, digital resources, and hands-on manipulatives.

🔸 The teaching and learning materials are essential for:

- Enhancing comprehension and retention.
- Catering to diverse learning styles.
- Making lessons engaging and interactive.
- Providing real-world examples.
- Fostering critical thinking and problem-solving.

🔸 Teaching and learning materials that children interact with encourage deeper and more meaningful learning and exploration.

🔸 Effective TLMS are characterized by attractiveness, boldness, clarity, durability, and safety. The types of teaching learning materials include the following.

- **Printed materials:** Textbooks, worksheets, handouts.
- **Visual aids:** Charts, flash cards, pictures, graphs, diagrams.
- **Manipulatives:** Physical objects for hands-on learning such as blocks, seeds, sticks.
- **Equipment:** Clock, tape measure, black board rulers, models and kits, writing aids, computers, projectors, audio-visual tools.
- **Digital resources:** Educational apps, online platforms, interactive software and multimedia presentation.

🔸 Some ideas to use locally available materials.

- **Flashcards:** Made from inexpensive materials such as cardboard or recycled paper to reinforce vocabulary, math concepts, or historical facts. They are handy for individual or group activities.

- **Flip charts:** Made from large sheets of paper or cardboard for presenting information in a step-by-step manner and engaging learners in discussions.

- **Local and natural resources:** Make use of natural items such as stones, leaves, plants, seeds for manipulatives or as real objects.

- **Recycled materials:** Collect and make use of used items such as plastic bottles, bottle tops, cardboard boxes, or old newspapers to create hands-on learning activities, models, or art projects.

- **Interactive games:** Create educational games using simple materials like stones, sticks, cardboard, or homemade dice.

- **Community resource people:** Engage local community members with a skill to share knowledge with learners such as show and tell, demonstration of a skill, learning visit.

- **Storytelling and oral tradition:** Use local stories, proverbs, rhymes, songss to convey lessons, share cultural experiences and teach moral values.

- **Realia (real-life objects):** Bring real-life or everyday objects into the classroom such as fruits and vegetables, insects.

- **Local arts and crafts:** Use local arts and crafts into lessons using materials readily available in their environment such as weaving, knitting, pottery.

- **Chalk and blackboard (including slates):** Write and illustrate lessons, engage learners in discussions, and involve learners in solving problems or brainstorming ideas.

◆ Creative and practical ways to collect, manage and store TLM include:

- Collect and use readily available, multipurpose containers such as cardboard boxes, plastic bins, or repurposed containers to organize and store materials.

- Create TLM using everyday items, locally available and recyclable materials, reducing the need for extensive storage.

- Maximize the use of open-ended materials to serve multiple purposes, in various subjects and across different class levels.

- Invite learners, parents, and school leaders to participate and support initiatives for TLM collection, creation, sharing, management and storage.

- Reuse and repurpose materials whenever possible to minimize the need for constant replacement and storage space.

- Conduct regular maintenance and periodic checks, repairs, and updates to keep materials in good condition and relevant as well as dispose of any damaged or obsolete items.

- Collaborate with peers to share ideas, expertise, and form a pool of TLMs to reduce the individual burden of making and storage.

- Organize and implement a simple system to label, record, quickly identify and retrieve materials.

Practice Activity

	Have you used these materials before?		If YES, in what ways did the teaching and learning material support you in lesson delivery? Give examples of locally available materials for a similar use.
	YES	**NO**	
	☐	☐	**Name the material:** _____ **Other materials:** _____
	☐	☐	**Name the material:** _____ **Other materials:** _____
	☐	☐	**Name the material:** _____ **Other materials:** _____
	☐	☐	**Name the material:** _____ **Other materials:** _____
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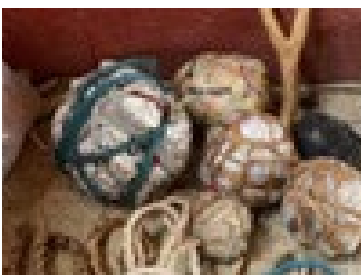
Remember This!

1 Always focus on creating teaching and learning materials that are adaptable and tailored to the specific context in which they will be used.

2 Be resourceful and creative, making the most of locally available materials to enhance teaching and learning experiences.

3 Create numerous opportunities for learners to actively engage with Teaching and Learning Materials (TLM),

4 Ensure the proper management, maintenance, and storage of TLM to extend their lifespan and usability over time.

5 Involve and collaborate with learners, parents, peers, and school leaders in the collection, creation, management, and storage of materials.

Storage   Materials   Collaboration

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Six Bricks

Section 6
Part B

Introduction

What is Six Bricks?

This session will introduce to you the concept of using Six Bricks as a creative and educational tool in the classroom in fostering skills such as creativity, collaboration, and critical thinking.

Reflection

1. Separate and get familiar with the set of Six Bricks provided.

2. Look, touch, feel each brick paying attention to the colors, shapes, and textures.

3. Practice taking apart and putting back together the bricks.

4. Based on your knowledge and experience and knowledge of Teaching and Learning Materials (TLM), reflect on the following questions:

What do you think about the colors of the bricks?

Why do you think the set has exactly Six Bricks?

How can you use the Six Bricks set to improve teaching and learning in your classroom?

How can you promote responsible use, prevent or minimize loss, and ensure the long-lasting use of the Six Bricks?

Key Concepts

What is Six Bricks?

🔶 Six Bricks is an educational, hands-on tool for learning. It is a ready-to-use resource, not a toy.

🔶 Each set comprises six bright-coloured bricks: green, red, orange, light blue, dark blue, and yellow.

Why use Six Bricks?

🔶 Enhance sensory experiences (see, feel, hear) and learning skills like memory, movement, creativity, critical thinking, and problem-solving.

🔶 Develops peripheral vision (side vision or ability to see out of the corner of our eyes without having to turn our heads) which is a vital skill for reading fluency and spatial awareness.

◆　Enables learners' ability to think and build in the abstract (ideas that are not tangible) which encourages "out of the box" thinkers

◆　A versatile TLM that supplements other available teaching materials, saving time and effort in creating resources.

◆　Adaptable and facilitates open-ended learning for various subjects, ages, and levels.

◆　Fun and engaging activities that motivate children to learn from mistakes, practice, and grow confident in their skills.

In what ways can bricks be used in classroom teaching and learning?

◆　Help learners to grasp concepts, work out a problem, demonstrate an idea or show what they gained from a new learning concept.

◆　Set up short, fun, and engaging activities (lasting 2-5 min to 30 minutes) for learners to explore, energize or relax.

◆　Make groups and interact individually, in pairs, small groups, or large groups across different ages.

◆　Assessment of learner knowledge and abilities where the teacher observes children whist performing the activities.

The bricks are handy to use as a concrete tool for children to manipulate at any time during the day, in different aspects of learning across the school program such as:

◆　First thing in the morning is to sharpen learners' brain and get them ready for learning.

◆　Individual and group tasks to develop critical learning skills such as communication, problem solving and interpreting information.

◆　After a break or transition between lessons to re-focus attention, settle down and focus on a lesson that is to follow.

◆　When children have finished their set tasks or freely play, they could build for fun or reinforce and consolidate their learning.

◆　During the school day as a "brain-break" to stop whatever learners are doing and play to re-energize the brain

◆　End of a day to simply unwind, have fun and bond with classmates.

Handling, management and storing the bricks.

◆　Ensure each learner has their own set to avoid conflicts over sharing.

◆　Teach learners about the importance of the bricks and emphasize their responsibility to share, care for, and report any issues.

◆　Label a specific place in the classroom for the bricks, like a shelf or container. Also, designate an area for damaged pieces.

◆　Set rules and expectations such as: Ask for permission, handle with care, return after use, share, report damage, and clean up.

◆　Conduct regular checks to account for all bricks. Establish a class routine for "checking out" during use and "checking in" when done such as each learner keeps their 6 bricks in front of them during use checks in Six Bricks at the end.

◆　Assign learners with roles and responsibility for cleanup, checking sets, counting, and reporting issues.

School level-based storage and management of Six Bricks.
Collaborate with school administrators and community leaders to choose a storage solution based on the context of your school, available space, and the number of sets and security environment. You may consider the following:

◆ Install lockable cupboards or metallic boxes in each classroom to secure bricks within easy access.

◆ Maintain communication with a responsible person assigned by the school to sign in, sign out and manage the bricks in school storage.

◆ Support monitoring, access, and responsible handling and promptly report issues and problems for resolution.

◆ Agree on clear procedures for accessing and returning Six Bricks to the stores with learners, peers and administrators.

◆ Participate in regular audits to track Six Bricks' usage, condition and any actions to address issues promptly, reducing the risk of loss or damage.

◆ Share experiences and knowledge with peers on proper storage and security measures.

Practice Activity

1. Use your bricks to make the structures below.
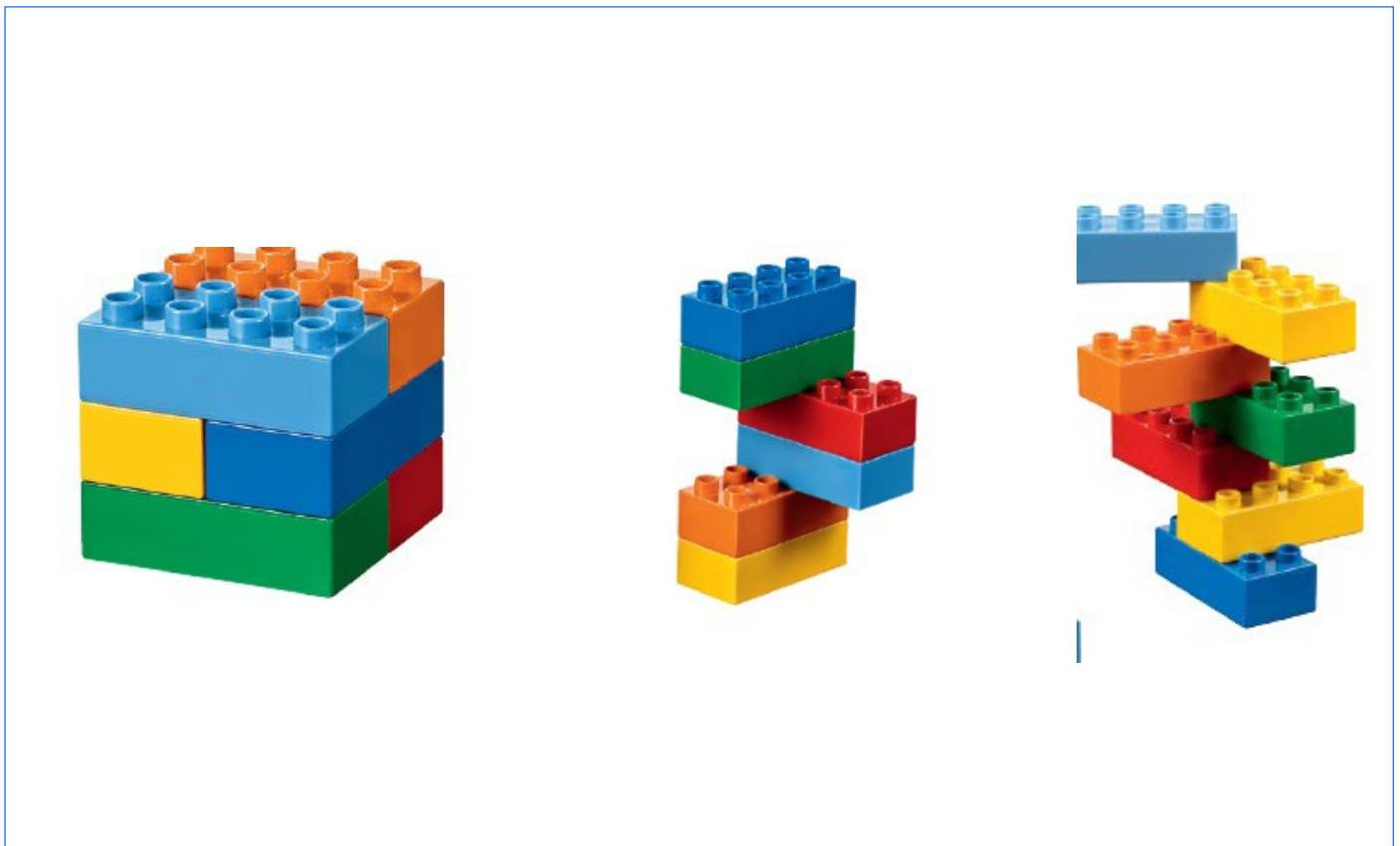
What skills have you used to re-produce the structure?

How would a similar activity help learners in your class?

✏️ Remember This!

1 Six Bricks provide engaging, hands-on, and multi-sensory teaching and learning experiences.

2 Purposefully use Six Bricks for open-ended exploration across subjects, ages, and different parts of the school day.

3 Enhance critical learning skills of learners by allowing them to regularly take apart and rebuild Six Bricks in various ways.

4 Leverage on Six Bricks activities to assess progress of learners in real-time beyond traditional methods.

5 Incorporate Six Bricks into daily routines to energize your classroom and make lessons interactive and enjoyable.

6 Collaborate with learners and school administrators to secure storage, appropriately use and maintain Six Bricks.

Engaging   Hands-On   Interactive   Enjoyable

Teacher Workspace

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Teacher Workspace

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Learning through Play Teaching Strategies and Practices
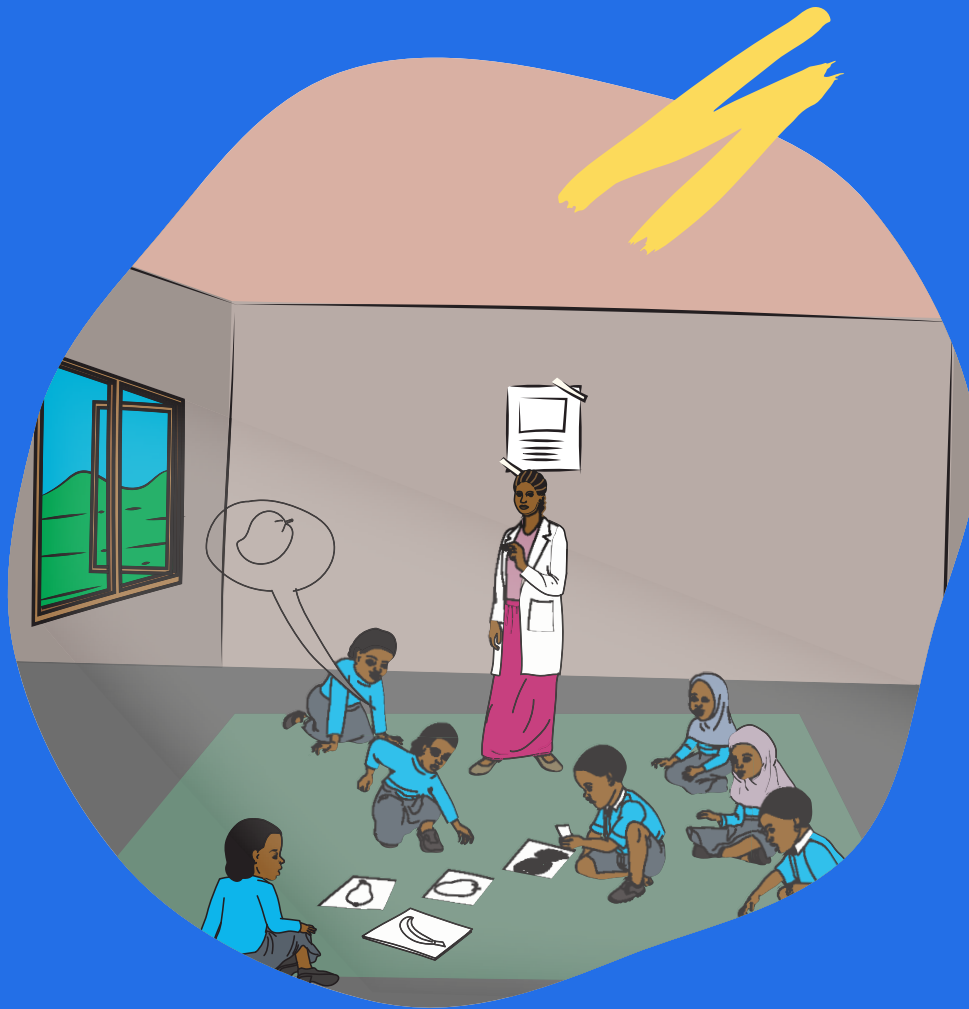
Section 7
Part A

Introduction

This session is intended to introduce you to the LtP Teaching Strategies and Practices and reflect on how to use them in a classroom situation.

Reflection

1 Reflect on the definition of Learning through Play that was shared and the main components.

2 What can you do to integrate Learning through Play in your classroom? Give an example how you will do it in each case.

LtP Component: **Active teaching methods**	
What to do.	**Example of how to do it.**

LtP Component: **Hands on learning**	
What to do.	**Example of how to do it.**

LtP Component: **Facilitator as a guide**	
What to do.	**Example of how to do it.**

LtP Component: **Clear learning objectives**	
What to do.	**Example of how to do it.**

LtP Component: **Interaction with people and materials**	
What to do.	**Example of how to do it.**

LtP Component: **Skill development for learners**	
What to do.	**Example of how to do it.**

LtP Component: **Comfort and joy for learners**	
What to do.	**Example of how to do it.**

LtP Component: **A positive, safe, and inclusive environment**	
What to do.	**Example of how to do it.**

Key Concepts

◆ LtP Strategies and Practices help teachers to deliver learner centered lessons in a playful and practical way that promote hands-on and minds on for better understanding and application of concepts.

◆ LtP Strategies guide a teacher on **ways and what is expected of a teacher** in order to plan, deliver and evaluate an engaging active and learner centered lesson. On the other hand, LTP practices are methods of **how the teacher can do it.**

◆ Below is a list of LtP strategies and examples of how teachers can do it.

LtP Strategy (What the teacher is expected to do)

1 Teacher creates opportunities for learners to actively participate and share ideas with peers.

LtP Practices (Ways to do it)

Learners turn to their immediate neighbor to talk, discuss, share ideas.

Turn and Talk

The learners review and provide feedback on each other's work.

Peer Review

Learners first think alone, then pair up to share ideas, and then contribute to a whole group discussion.

Think-Pair-Share

Learners collaborate purposefully in pairs, small teams, or large groups to share ideas and solve problems. Members may be of the same or mixed levels, interests, abilities.

Group Work

LtP Strategy (What the teacher is expected to do)

2 Teacher connects the lesson to learners' lives and experience.

LtP Practices (Ways to do it)

Introduce or teach new ideas through stories that are familiar or relate and are within learners' experience.

Familiar Stories

Use questions that prompt many diverse and detailed answers and opinions, avoiding simple yes/no or single-answer formats.

Open-Ended Questions

Start the lesson with a challenge or brainstorm about a topic previously learned to get information and experiences learners already have on the topic.

Prior Knowledge

Learners tell what they already know on the topic, speak about personal experiences, share observations, and explain or demonstrate how to apply their knowledge outside the classroom.

Learners' Real-Life Experience

LtP Strategy (What the teacher is expected to do)

3 Teacher uses different ways to teach a concept.

LtP Practices (Ways to do it)

Use familiar items (like rocks, sticks, string, or seeds) to demonstrate or explain a concept.

Everyday Items

Use images or visual objects to help learners understand and relate to learning and extend children's practice.

Images or Visual Objects

Learners take part in physical activities such as games and exercises as part of the learning both indoor and outdoor.

Body Movement
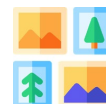
Technique involves the teacher initially demonstrating a concept or modelling a skill ("I Do"), followed by collaborative practice with the class ("We Do"), and concluding with individual application by the learners ("You Do").

Group Work

LtP Strategy (What the teacher is expected to do)

4 Teacher uses positive behavior and positive discipline to help learners keep their minds on the lesson.

LtP Practices (Ways to do it)

Use a kind and respectful tone with all learners and the full class. Vary your tone of voice to express the importance of the message or feelings.

Respectful Tone

Model inclusive behavior and language that breaks stereotypes and encourages learners to interact across gender, ability, mother tongue, and academic confidence with respect for all.

Model Behaviour

Learners collaborate and work together to complete a task or solve a problem in way that fosters positive experiences, equitable participation, social interaction, and spirit of trying in face of challenges instill a positive attitude towards learning.

Problem Solving

Celebrate the positive behavior of learners and remind learners that they are valued and respected. This may involve a positive tone, examples, or stories to empower all learners and gestures of appreciation such as clapping for a learner, thanking the group, giving specific praise, giving stars for special achievements.

Celebrate

Build consistent and predictable routines to create a comfortable learning environment such as signposts, signal songs, transition techniques, or clapping to re-focus attention. Use learners' names to draw their attention back to the lesson, assign tasks like group work or recognize positive behavior.

Routine

LtP Strategy (What the teacher is expected to do)

5 Teacher provides opportunities for learners to demonstrate what they have learned from the lesson.

LtP Practices (Ways to do it)

During independent learner work time, walk around the classroom and check learner comprehension.

Walk and Check

New or familiar games linked to the lesson objective for learner assessment.

Learning Games

After learning about a specific topic, have individual, small group or class projects that demonstrate their application of their learning.

Projects

After whole-class teaching, have learners try doing the activity alone or in groups without additional teaching.

Independent Practice

Ask learners to show how they worked out their process of learning. For example, a teacher asks a learner to explain how they solved a problem, created an experiment, how they could do this outside the classroom or why they did it that way.

Show Me!

Ask learners to demonstrate their understanding by showing their answer on a slate, using Six Bricks, on a piece of paper or notebook, using their hands or bodies, or with other materials.

Hold It Up!

Practice Activity

Read the case scenarios and spot the LTP strategies and LTP practices reflected.

Scenario 1: Teacher Zapi

Teacher Zapi taught about sound pitch (which is how high or low a sound seems) in a P4 class.
She used six local plastic bottles filled with different water levels. Learners worked in groups, taking turns blowing across the bottles as they listened to the sounds produced. Teacher Zapi asked each group, figuring out which bottle had the highest and lowest pitch. Each group had a spokesperson who shared their findings with the entire class.

Strategies

Practices

Scenario 2: Teacher Mala

In a P.1 class, Literacy lesson about **"Our Home,"** Teacher Mala instructed students to draw their homes on a slate.
He selected a few to share and discuss their pictures with the class.
He then explained to learners the different parts of the home as learners pointed out the mentioned part on their picture.

Strategies

Practices

Scenario 3: Teacher Rajab

At Peace ECD Center, Teacher Rajab taught the middle class on "Tools we use in the garden" using models of a panga, slasher, knife, and hoe. Teacher Rajab displayed each model and asked learners to tell the names of the tools one by one as they also acted out how it is used. When a learner got the answer right, the whole class clapped. Learners then drew and colored pictures of the tools which Teacher Rajab displayed on the wall for everyone to see and read.

Strategies	Practices

Scenario 4: Teacher Mayo

A supervisor visiting Miss Mayo's class observed that when she entered learners stood with arms folded. She raised her hand and instantly the class kept quiet. She called on learners by name to answer questions. Group leaders collected and returned the class books after the lesson.

Strategies	Practices

Which LtP Strategies have you been able to identify from the Scenarios?

STRATEGY	Scenarios			
	1	2	3	4
1 Teacher creates opportunities for learners to actively participate and share ideas with peers.	☐	☐	☐	☐
2 Teacher connects the lesson to learners' lives and experience.	☐	☐	☐	☐
3 Teacher uses different ways to teach a concept	☐	☐	☐	☐
4 Teacher uses positive behavior and positive discipline to help learners keep their minds on the lesson	☐	☐	☐	☐
5 Teacher provides opportunities for learners to demonstrate what they have learned from the lesson.	☐	☐	☐	☐

Go through the list of LTP Practices. Place a tick ✔ on familiar LtP practices or place a question mark ❓ on unfamiliar LtP practices.

	Familiar ✔	Unfamiliar ❓
■ Turn and Talk	☐	☐
■ Think-Pair-Share	☐	☐
■ Peer Review	☐	☐
■ Group Work	☐	☐
■ Prior Knowledge	☐	☐
■ Familiar Stories	☐	☐
■ Learners' Real-Life Experience	☐	☐
■ Open-Ended Questions	☐	☐
■ Everyday Items	☐	☐
■ Images or Visual Objects	☐	☐
■ I Do, We Do, You Do	☐	☐
■ Learning Games	☐	☐
■ Routines	☐	☐
■ Model Behavior	☐	☐
■ Celebrate	☐	☐
■ Teamwork	☐	☐
■ Respectful Tone	☐	☐
■ Walk And Check	☐	☐
■ Show Me!	☐	☐
■ Hold It Up!	☐	☐
■ Questions	☐	☐
■ Projects	☐	☐
■ Games	☐	☐

List down below the LtP practices that struck you most and why?

--- Practices ---

What one thing did you learn from this session that you would like to immediately add on to your classroom practice?

--- Learn ---

Remember This!

The Learning through play strategies and practices will ensure that:

1 All learners are treated equally, included, and accepted.

2 All learners are safe and protected.

3 Discipline is positive and gentle; well-being and good behavior are modeled by the teacher.

4 Activities are hands-on, creative with mind–body–heart reflections.

5 Learners   interact actively and positively with materials, each other and with adults.

6 Communication and feedback sharing is friendly.

7 Learners are motivated and appreciated and progress is celebrated.

Equality   Safety   Inclusion   Hands-On   Minds-On

Teacher Workspace

Tittle:	Date:

Notes:

Teacher Workspace

Tittle:

Date:

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Planning for the Learning through Play Based Lesson

Section 7
Part B

Introduction

This session aims to provide practical guidance in planning lessons plans that align with the Learning through Play (LTP) strategies and practices.

Reflection

Share your experiences of how you plan for lessons.

Why do you plan?

How do you plan?

When do you plan?

Who do you work with?

What things do you need?
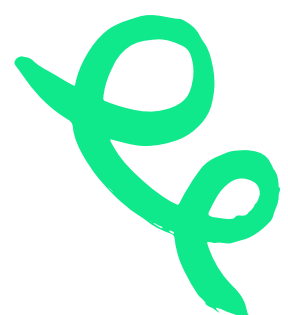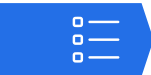
Key Concepts

- Benefits of Lesson Planning:
  - Clearly define and set clear objectives so both teachers and learners know what is expected by the end of the lesson.
  - Choose appropriate activities and teaching strategies that align with the objectives and engage learners.
  - Gather (or create) and prepare the necessary materials, resources, and activities in advance, reducing disruptions during the lesson.
  - Determine and allocate time to be spent on each part of the lesson making sure time is appropriately used to cover all essential content that is covered within the allotted timeframe.
  - Sequencing to ensure a smooth flow of content.
  - Plan for different learning styles and abilities, providing a more inclusive and supportive learning environment.
  - Prepare for learner assessment to find out how learners progress and make necessary improvements in delivery of future lessons.

Template to guide step by step lesson planning for primary.

Lesson Phase/Step	LtP Strategies and Practices	Activities	TLMS/Resources Required	Life Skills/Values to be Developed	Lesson Phase/Step
Introduction					
Experiencing Phase					
Sharing of Experiences					
Evaluation					

PlayMatters

Template to guide step by step lesson planning for pre-primary.

Subject/Learning Area	Class	Date	Time	Number of Learners

- Topic/Theme: _____
- Sub-topic/Sub-theme: _____
- Objectives/Competences: _____
- Content: _____
- Methods: _____
- TLMs: _____
- References: _____
- Indicators of Life skills and Values: _____
- Lesson Procedure: _____

Step/Phase	Time	Teacher's Activity	Learner's Activity

- Lesson Evaluation: _____

_____

_____

◆ Teachers need curricular guides, teaching aids, school calendar, lesson plan templates and books to help them during planning.

◆ Teachers need to work with peers to allow for exchange of ideas, resources, and strategies, enhancing the overall quality of lesson planning. Administrators give teachers support and guidance to align lessons with curriculum standards.

◆ It is best to plan for lessons during designated planning periods such as start of school year and each term review and reflect on lessons to make necessary adjustments based on learner performance and feedback.

Practice Activity

1. Review a written lesson plan *(see page 163)*
2. Use the checklist below to find out if the lesson meets the requirements of an effective lesson plan.

Element	👍 YES	👎 NO
Does the lesson plan have all the preliminary information indicating; subject/learning area, class, number of learners, date, and duration?	☐	☐
Are the topic, sub-topic/theme, sub-theme, and content clearly indicated, drawn from the prescribed curriculum?	☐	☐
Are the lesson objectives/competences stated SMART and related to the content?	☐	☐
Does the lesson plan have relevant TLMs listed down to facilitate learning the content?	☐	☐
Does the lesson plan clearly state the life skills and values with the content and designed activities demonstrating those social emotional skills?	☐	☐
Does the lesson plan indicate teaching methods that promote learner engagement and interactions with the teacher, peers and materials?	☐	☐
Is the lesson structured to reflect LtP strategies and practices in each of the 4 major phases/steps of the lesson (introduction, experiencing, sharing of experiences, evaluation)?	☐	☐
Does the lesson plan state the techniques for organizing and managing class activities (e.g., grouping, clarity of instructions, layout of the learning space, etc.)?	☐	☐
Does the lesson plan have tasks for assessing learning during and after the lesson delivery?	☐	☐

Note: *This checklist caters only for what is written in the lesson plan. The observer is encouraged to record observable practices which are not written (e.g., management of learner behavior, positive tone, teamwork, etc.).*

Remember This!

1 Ensure that lesson objectives align with the curriculum, addressing age, level, and learner needs.

2 Incorporate practical, hands-on techniques like group discussions, learning games, body movement, open-ended questions, and visual objects in lesson activities.

3 Clearly outline steps for both teachers and learners in each phase of the lesson for activities and assessments. Allocate specific time for each lesson segment.

4 Identify locally available, low, or no-cost Teaching and Learning Materials (TLMs) such as everyday items, stories, songs, and peer interaction.

5 Design the lesson plan to be inclusive, considering any learners' special needs and allowing participation of all learners in every activity.

6 Test and ensure proper functioning of any new equipment, ideas, or demonstrations planned for use.

Learner Needs   Group Discussions   Learning Materials
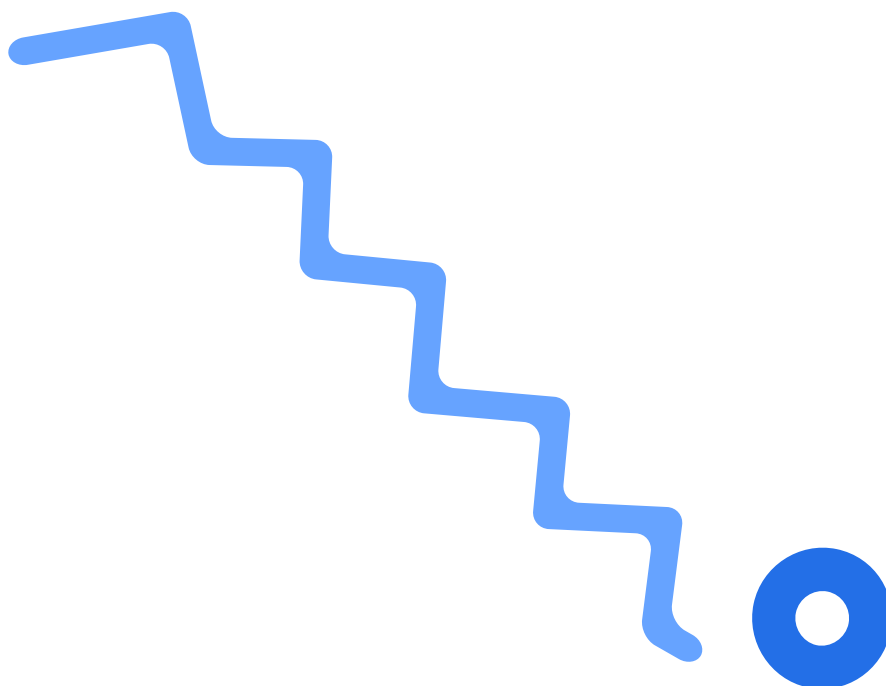
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Delivery of the Learning through Play Based Lesson

Section 7
Part C

Introduction

This session aims to discuss ways to implement LTP strategies and practices during lesson delivery in accordance with guided practice using the I do, we do ,You do teaching strategies across different lesson phases.

Reflection

1 Reflect on a lesson you taught or experienced that was highly effective.

2 List the specific aspects of the lesson that contributed to its effectiveness.

Key Concepts

◆ The **"I Do, We Do, You Do"** lesson strategy is effective for introducing new concepts, skills, or tasks through scaffolding (support is gradually reduced as learners gain confidence and competence).

- **I Do:** Teacher demonstrates how to do a task to the learners.
- **We Do:** Learners practice the task with guidance from the teacher.
- **You Do:** Learners practice the task independently without guidance from teacher.

OBJECTIVE

I DO

WE DO
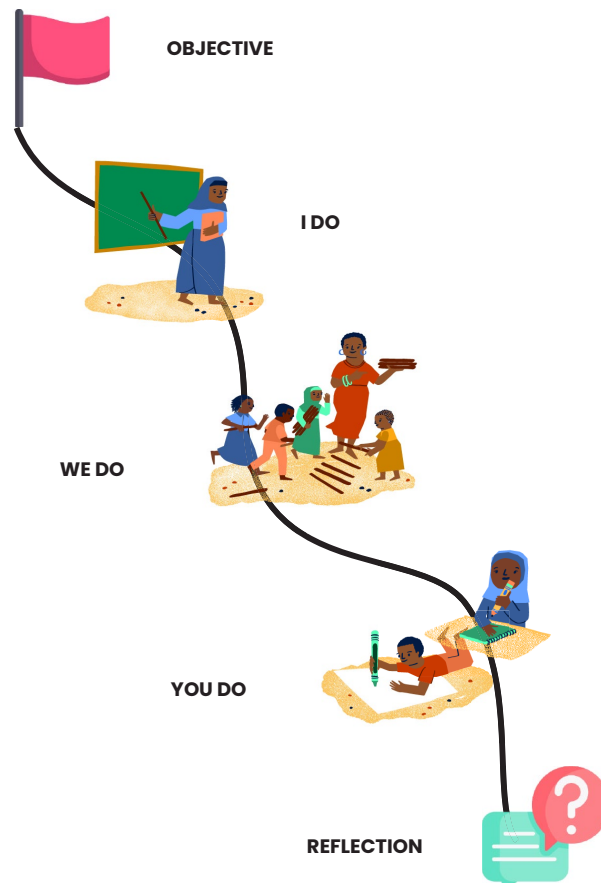
YOU DO

REFLECTION

🔶 The lesson phases including the introductory, experiencing, sharing and reflection phase are aligned with the **I Do, We Do, and You Do** strategy as below.

Introduction
Objective

- Teacher introduces lesson and clearly states the learning objective for the lesson.
- The teacher sets the stage for the lesson, provide context, and create interest in the upcoming content.

Examples of LTP practices teachers can use

Prior knowledge, Visuals, Open ended questions, Everyday items, Familiar stories, Routines

Experiencing Phase
I Do (Teacher Modelling)

- Teacher demonstrates the new skill or concept step by step.
- Clarify expectations, show the correct approach, and models thinking processes for learners.

Examples of LTP practices teachers can use

Prior knowledge, Visuals, Open ended questions, Everyday items

Sharing Phase
We Do (Guided Practice)

- Teacher and learners practice together.
- Learners collaborate, interact, and share ideas with peers and as class.
- Teacher provides guidance and immediate feedback.
- Teacher supports learners, corrects misconceptions, and reinforces understanding.

Examples of LTP practices teachers can use

Turn and Talk, Think-Pair-Share, Peer review, Body movement, Learning games, Open ended questions

You Do (Independent Practice)

- Learners work independently to to show their grasp of the concept or skill.
- Learners apply what they have learned in the previous stages without direct teacher guidance.
- The teacher assesses individual learner performance, providing feedback and identifying areas for improvement.

Examples of LTP practices teachers can use

Turn and Talk, Think-Pair-Share, Group work, Body movement, Learning games, Visuals, Model behavior

Evaluation Phase
Reflection (Review, Assess, Summarize)

- Teacher and learners jointly review and assess the lesson.
- Learners provide feedback on what they learned and any areas of confusion.
- Teacher checks objectives, gauges learning, and documents improvements for future delivery.

Examples of LTP practices teachers can use

Walk and check, Show me!, Hold it up!, Celebrate, Projects

Practice Activity

Read the given outline of a lesson activity. In each case, identify and write down the LTP strategies and LTP Practices that are evident in each lesson phase.

Lesson Activities

■ In a **P.5** Science lesson on; **"Common pests and diseases of tuber crops",** the teacher introduces the lesson by asking learners to think about signs of an infected tuber crop. He then pairs learners with a neighboring colleague to share their experiences. Following this, the teacher then calls on few pairs to present and discuss their findings with the whole class.

Phase	LtP Strategy	LtP Practice
Introduction		
Experiencing		
Sharing		
Evaluation		

■ In a **P.6** Mathematics lesson on; **"Presentation of data on graphs"** Teacher lists down different graphs for presenting data. Learners are put in groups of mixed ability to present given data collected previously on bar graphs. In these groups, the most able learners lead and guide the other group members into drawing the graphs.

Phase	LtP Strategy	LtP Practice
Introduction		
Experiencing		
Sharing		
Evaluation		

■In a **P.3** SST lesson on; **"Social services and their importance in our subcounty/division",** The teacher together with learners identify the different types of social services in the district. Teacher then creates 5 different stations for learners to show how these services help to meet people's needs in a rotational way ensuring all groups go to each of the following stations: education service, medical services, security services, water services, Transport services. The Teacher moves around to work with learners at the different stations and guide the groups into the discussions by giving prompts and making clarity where necessary.

Phase	LtP Strategy	LtP Practice
Introduction		
Experiencing		
Sharing		
Evaluation		

■ During the morning circle in the **pre-primary section,** the teacher starts by chanting "circle x2. Make a circle". The learners pick up the chant as they form a circle. The teacher asks learners to get a friend and pair up. The learners sing along a greeting song (Good morning, this is a lovely day) holding each other's hands in a gesture of greeting. The teacher then invites another learner who recites the prayer as others follow. They then sing another song on personal hygiene with actions (This is the way, I wash my face....) and the caregiver ends the session by reminding learners of the importance of being clean, kindness and friendship and helping each other.

Phase	LtP Strategy	LtP Practice
Introduction		
Experiencing		
Sharing		
Evaluation		

Remember This!

1 **I Do:** Teacher demonstrates how to do a task to the learners.

2 **We Do:** Learners practice the task with guidance from the teacher.

3 **You Do:** Learners practice the task independently without guidance from teacher.

| I do | We Do | We Do |
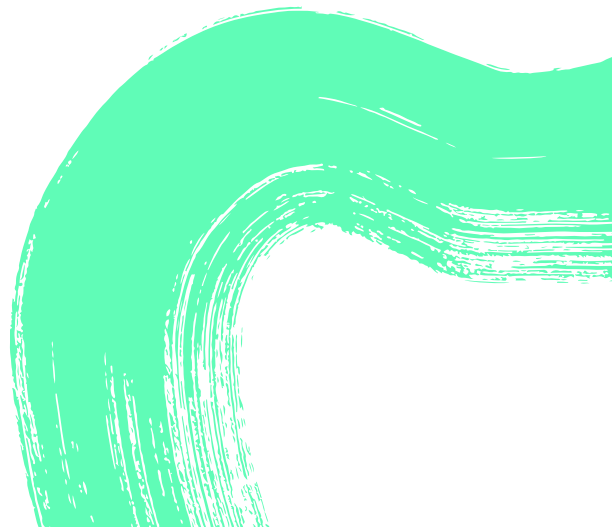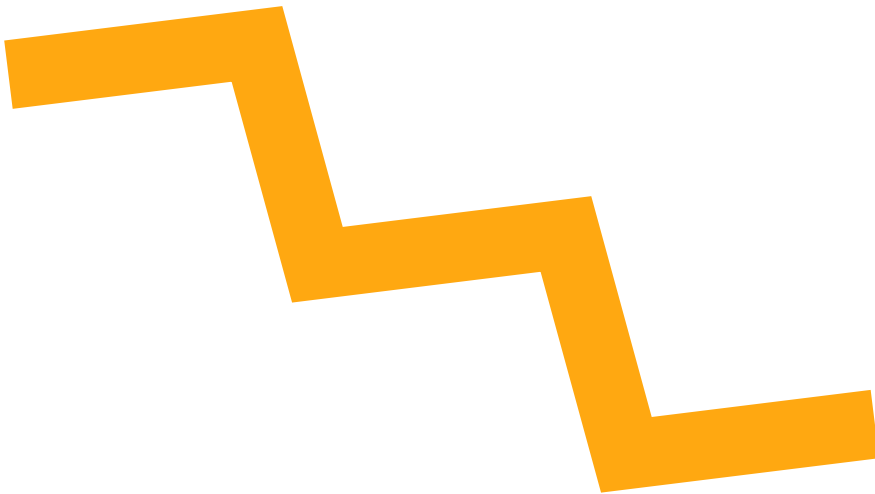
Teacher Workspace

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Teacher Workspace

Tittle:	Date:

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Learning through Play Based Lesson Assessment

Section 7
Part D

Introduction

This session introduces you to ways of assessing learners using Learning through Play based strategies and practices.

Reflection

1 What words come to mind when you think of the word "Learner assessment"?

2 Why and what do you assess learners on?

3 Reflect on your school days share memorable experiences of being assessed as a learner.

4 What did you liked most (made you happy) and what did you dislike (made you sad) about being assessed? Why?

What I liked.	What I disliked.	Why?

Key Concepts

👉 Learner assessment is the systematic process of checking and determining how much a learner knows, understand and is able to do in relation to a given concept, skill or task.

👉 Assessment is important for varied reasons including:

- **Track Progress:** Regular assessments inform everyone—learners, teachers, parents, and schools—about progress, support needs, and the effectiveness of learning.

- **Tailor Teaching Methods:** Use assessment data to customize teaching methods, addressing diverse learner needs and identifying and solving problems.

- **Provide Constructive Feedback:** Offer constructive feedback to highlight strengths and areas for improvement, motivating learners for a positive learning experience.

- **Identify Gaps:** Assessments reveal gaps in understanding, helping teachers plan improvements and cover knowledge gaps more effectively.
- **Showcase Achievements:** Assessments offer tangible evidence of learner accomplishments, providing a basis for celebration and recognition by learners, parents, and schools.
- **Guide Curriculum Refinement:** Use assessment insights to refine and adapt curriculum content, ensuring it better aligns with the evolving needs of learners.

🔶 **There are two main types of learner assessment:**

Formative	Summative
Related to the word "form," which means shape or mold.	Related to the word "sum up."
Occurs during the learning process	Occurs at the end of the learning process.
Involves ongoing check-ins and adjustments that teachers make during the learning process to shape and guide students.	Involves a summary or final judgment of what a student has learned over a specific period.
The purpose is to provide feedback to both teachers and learners during instruction to improve learning.	The purpose is to evaluate and measure what students have learned at the end of an instructional period.
It is typically used to identify strengths and weaknesses while the learning is still in progress.	It's typically used for assigning grades or determining whether learning objectives have been met.
Examples include In-class discussions, quizzes, homework, class activities, and teacher observations.	Examples include final exams, standardized tests, end-of-term tests, class projects, and comprehensive assignments.

🔶 Examples of LTP based activities for learner assessment.

- **Oral Questions:** Quick checks to gauge learner understanding during lesson progression.
- **Quizzes:** Short assessments with fewer, less difficult questions, offering a snapshot of learner comprehension.
- **Puzzles:** Tasks testing cleverness or knowledge, promoting logical thinking and problem-solving skills.
- **Impromptu Speech:** Unprepared speeches delivered with little advance notice, testing quick thinking and communication skills.
- **Projects:** Multi-level tasks requiring the application of learned skills and knowledge.
- **Take HomeAssignments:** Extend practice beyond the classroom.
- **Games:** Play activities designed to assess specific academic content.

◆ Giving constructive feedback to learners on progress and performance.

- Constructive feedback refers to giving helpful advice or guidance to learners about their work or performance. It's not just pointing out what's wrong but also suggesting ways to improve.

- Giving constructive feedback helps learners improve, be motivated, and grow confident, when they understand what they're doing well, what is expected of them and what they can do better to improve.

- When giving feedback teachers need to make sure of the following:

  - Be specific: Clearly identify what needs improvement or was done well. Use descriptive language instead of judgmental phrases for observations and suggestions.
  - Use a positive tone and open dialogue: Start with positive comments, create a supportive atmosphere, and gently address areas for improvement. Maintain a balance between positive and negative feedback.
  - Focus behavior: Discuss specific actions or behaviors rather than making it about the learner. Prompt learners to reflect on their own performance.
  - Be supportive and offer solutions: Suggest practical solutions or guidance instead of just pointing out problems. Communicate belief in the learners' ability to improve and encourage questions for clarification.
  - Timeliness: Provide prompt feedback relevant to the learner's recent performance for immediate adjustment.

Practice Activity

Write a Learning through Play practice and how you would use it to assess learners and then to give feedback.

LtP practice	Ways to assess learners	Giving feedback

PlayMatters

Remember This!

When giving feedback, make sure of the following:

1 **Be specific: Identify what needs improvement or was done well**

2 **Use a positive tone and open dialogue.**

3 **Focus on specific actions or behaviors rather than making it about the learner.**

4 **Be supportive and offer solutions.**

5 **Timeliness: Provide feedback promptly.**

Open Dialogue   Suportive   Feedback

Teacher Workspace

Tittle:	Date:

Notes:

Teacher Workspace

Tittle:

Date:

Notes:

A Model Learning through Play Based Lesson

Section 7
Part E

Introduction

This session aims to showcase effective delivery of a Learning through Play (LtP) lesson. It involves observing the application of LtP strategies and practices in a model lesson.

Reflection

1 Reflect on a lesson you taught or experienced that was highly effective.

2 List the specific aspects of the lesson that contributed to its effectiveness.

Key Concepts

◆ The key indicators of effective delivery of an LtP lesson include among others:

- Clearly defined and achievable learning objectives guide the lesson.

- Learners actively participate and engage in the learning process through discussions, questions, and tasks throughout the lesson.

- Learners are given a chance to show evidence of understanding and apply learned concepts or skills in multiple ways during the lesson.

- A variety of LTP methods and TLMS are planned and used explicitly (not accidentally) and purposefully to enhance learner's interest, collaboration and love for learning.

- Learner interactions with teacher, materials and peers are collaborative, safe, and respectful and contribute to a conducive learning atmosphere.

- The teacher adjusts instruction to respond to different needs of learners (gender, inclusion, wellbeing)

- The transitions between activities and topics are smooth and help learners maintain focus on the learning.

- Time is effectively managed and used to cover key content while allowing for meaningful learner engagement and understanding.

- Regular feedback and assessment methods are used to monitor learner behavior and progress.

- The teacher shows flexibility to address unexpected challenges or opportunities for deeper exploration.

◆ The LTP Classroom Observation tool below is an example of a tool used to find out if the LTP lesson is effectively planned, delivered and assessed.

LtP Based Lesson Classroom Observation Tool

■ School: _____   ■ Class: _____

■ Teacher's Name: _____   ■ Date: _____

■ Subject/Learning Area: _____   ■ Topic/Theme/Aspect: _____

■ Lesson Duration: _____

Supervisor/Observer

■ Name: _____   ■ Designation: _____

■ Start Time: _____   ■ Duration of Observation: _____

■ End Time: _____

	Boys	Girls	Total
Number of learners enrolled in class.			
Numbers of learners attending lesson.			
Number of SNE learners.			

A: Lesson Observation Section.

🔸 **Instructions:**

a. Please identify which performance indicators are present by writing "yes" if observed or "no" if not observed.

b. Make comments on each assessment area based on your observations.

c. Determine the overall performance level for each component using the key provided below.

Performance indicators observed	None or 1	At least 2	At least 3	All the 4
Level of Performance	Needs Improvement	Fair	Good	Excellent

PlayMatters

1. Lesson Preparation

Performance Indicators	YES 👍	NO 👎	Comments on Lesson Preparation
1.1 The lesson plan is drawn from a scheme of work following the recommended curriculum.	☐	☐	
1.2 The learning objectives are clear, age-appropriate, and SMART.	☐	☐	
1.3 Planned TLMs are relevant to facilitate the teaching and learning process.	☐	☐	
1.4 Planned activities reflect at least 3 LtP strategies and practices in multiple phases of the lesson.	☐	☐	

Tick the level of performance.	Needs Improvement	Fair	Good	Excellent

2. Lesson Delivery

Performance Indicators	YES 👍	NO 👎	Comments on Lesson Preparation
2.1 Delivers the lesson systematically following the plan.	☐	☐	
2.2 The planned TLMS are sufficient for the class and are used effectively to facilitate learning.	☐	☐	
2.3 Employs at least 3 LtP strategies and various practices in the lesson.	☐	☐	
2.4 Promotes positive interactions with and between learners.	☐	☐	

Tick the level of performance.	Needs Improvement	Fair	Good	Excellent

PlayMatters

3. Class Organization and Management

Performance Indicators	YES	NO	Comments on Lesson Preparation
3.1 Sets a conducive and safe learning environment.	☐	☐	
3.2 Makes an effort to include all learners (boys, girls, marginalized children) in the lesson.	☐	☐	
3.3 Continuously uses routines to refocus learners' attention on the lesson and manage behavior.	☐	☐	
3.4 Uses positive and encouraging language throughout the lesson.	☐	☐	

Tick the level of performance.	Needs Improvement	Fair	Good	Excellent

4. Assessment for Learning

Performance Indicators	YES	NO	Comments on Lesson Preparation
4.1 Consistently checks on the learning progress throughout the lesson using different assessment practices.	☐	☐	
4.2 Summarizes the lesson by pulling out the main ideas.	☐	☐	
4.3 Assessment activities provide opportunities for extended practice.	☐	☐	
4.4 Provides learners with constructive and timely feedback.	☐	☐	

Tick the level of performance.	Needs Improvement	Fair	Good	Excellent

B: Feedback Section.

Areas of strength to retain	Areas of strength to retain

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Recommendations/Strategies/Ways Forward:

■ Teacher's Name: _____

■ Signature: _____

■ Date: _____

■ Supervisor's Name: _____

■ Signature: _____

■ Date: _____

Upper Primary

P.4 Mathematics Model Lesson for Term Two

Subject	Class	Date	Duration	Number of Learners		Number of SNE Learners	
				Boys	Girls	Boys	Girls
Mathematics	P.4		40 min				

Theme: Geometry
Topic: 2-Dimensional Geometry
Subtopic: Perimeter of a Rectangle

Competences:

By the end of the lesson, learner will be able to:

· Describe the properties of a rectangle.

· Measure the length around rectangular objects.

· Define perimeter.

· Find the perimeter of a rectangle.

Content:

· Description of a rectangle by its properties.

· Definition of perimeter.

· Finding Perimeter of a rectangle by measuring the distance around.

· Finding perimeter of rectangles by using the formula; 2[L+W].

Methods:

· Guided discovery.

· Demonstration.

· Think – Pair – Share.

· Group work.

· Question and answer.

Teaching/Learning Materials:

Tape measure, foot ruler, meter ruler, desks, books, mats, trays, cut-out of rectangles

Life Skills and Values:

Appreciation, patience, accuracy, cooperation

References: P.4 Mathematics Curriculum, Pg. 21

Lesson Procedure.

Step	Time	Teacher's Activity	Learner's Activity
1	5 min	· Starts the lesson by asking all learners to get a clean sheet of paper on which to draw a shape that will be mentioned. · Says out a name of a shape which they quickly draw on the piece of paper and hold it up for the teacher and the other learners to check if it is correct. · Shows a rectangular cut – out to the learners and asks them to name it. · Guides learners to describe a rectangle by its properties by answering the following questions. – How many sides has the rectangle got? – Do the sides measure the same? – Which sides are equal? · Asks learners to look around the class to identify rectangular objects. · Let them turn and share with the person next to them the identified rectangular objects in the class. · Calls one pair to point to and name the rectangular objects. · Tells the class that: *"In today's lesson, we are going to measure the distance around rectangular objects."*	· Listen to teacher's instructions. · Draw different shapes on a piece of paper. · Show their drawn shapes to the whole class. · Name the cut-out shape as a rectangle and identify rectangular objects in the class. · Answer question to identify the properties of a rectangle. · Learner identifies regular objects in the class and shares with a friend. · Selected pair names and points to rectangular objects in the class
2	15 min	· Asks learners, "What do people in your communities use to measure lengths of objects?" Expected response – ruler, tape measure, strings, strides. · Shows and names the different items used for measuring lengths. · Calls the class to observe how s/he measures the distance around the door using a blackboard ruler and records the measurement on the chalkboard. · Tells the learners that the distance around an object is called perimeter. Points out to the	· Name the different familiar items used for measuring lengths of objects in the classroom and beyond. · Observe the teacher measure the distance around the door to get its perimeter. · Listens to the teacher attentively.

Step	Time	Teacher's Activity	Learner's Activity
2	15 min	recorded measurement of the distance around the door as its perimeter. · Measures the distance around the door again side per side as s/he records the measurement then adds them up to get the sum which is also written on the chalkboard. · Asks learners to compare the two measurements on the chalkboard and draw a conclusion. · Asks learners to pair up and tell them to measure and record the distance around the following rectangular objects in their pairs; desktop, exercise book, and mathematical set using the rulers. · Guides them to measure side per side and add up to get a sum. i.e., length +width +length+ width = Perimeter. · Calls on a few pairs to share their results with the whole class. While the rest confirm with the results especially for the books and mathematical sets which in most cases are same size. · Asks probing questions to guide learners to derive the formula of working out the perimeter of a rectangle as; 2[L +W].	· Compare the two measurements and conclude that they are the same which represent its perimeter. · Find the perimeter of the given objects by measuring their lengths, and widths and adding them up. · Selected pairs share their results while others compare with theirs. · Answer questions and discover that perimeter = 2 [L + W].
3	15 min	· Form 4 mixed groups of boys and girls and learners of different abilities and let each group select their leader. · Invites each group leader to randomly pick a piece of paper with the following objects written on which the groups will measure to find their perimeters. - around the classroom, - the blackboard, - front verandah, - the teacher's tabletop · Asks the leaders of the groups to select what the group would use to measure from the	· Learners form the groups following the teacher's guidelines. · Group leaders select what they would use to measure the distance around the specified object depending on the size. · Groups move to the expected points and measure the distance around the objects by length and width. Then add up the different measurements to get the perimeter. · The leader guides the group to

Step	Time	Teacher's Activity	Learner's Activity
3	15 min	following items: foot ruler, tape measure chalkboard ruler. · Tells groups to move to points where the specified objects are to measure their lengths and widths that would lead them into finding the perimeter. Emphasizes that all members of the group must participate. *For example, measurement of different sides must be done by different sets of group members. Allow both boys and girls to carry out the tasks. As one team does the measurement, the rest are expected to check for accuracy, read off the measurement and record down. Then all add up the measurements to get the perimeter.* · Moves around to check on the groups as they do the activity to guide and support and remind the group members to work as a team and check to ensure all are actively participating. · Teacher uses "clap once" to stop the activity, and "clap twice" to have groups move back to class and their seats. · Calls on the groups to share their results and briefly explain the process in the plenary. All Groups are appreciated.	make sure all members actively participate and complete the task well in time. · Groups share their findings and explain the process they followed to get perimeter of the specific objects in the plenary. · Learners appreciate all the groups by clapping.
4	10 min	· Asks all learners individually in their books to find the perimeter of the rectangles of the following dimensions. (a) Rectangle A of length – 5cm and width – 3cm (b) Rectangle B of length – 4m and width – 6 m (c) Rectangle C of length – 10 cm and width – 8 cm · Asks learners at desk level to compare their work and support each other to get the right answers.	· Do the activity individually in their books. · Peers assess one another and provide support where required.

Lower Primary

P.1 Literacy Model Lesson for Term Two

Strand	Class	Date	Time	Number of Pupils		Number of SNE Pupils		Total
				Boys	Girls	Boys	Girls	
Literacy Hour	P.1							

Name of Teacher:

Theme: Food and Nutrition

Sub-theme: Names and sources of food

Competences: The Learner.

· Builds words using syllables.

· Segments words using syllables.

· Uses learnt words to form sentences.

Content: Common foods in our community

· Potatoes, Bananas, Maize

· We grow potatoes in the garden.

· Bananas are sweet.

Instructional Materials:

· Review chart, Picture cards, T-cards

· Add any 2 of your choice to promote Learning through Play e.g., sound game, sound seeker game.

Preparation:

· Draw the review chart shown below on the chalk board/chart.

Review Chart		
m	ze	po
ai	oo	ta
ba	to	n
b	ea	na

· Create a chart that has pictures of common foods in the community.

· Translate the following thematic words and sentences into your language of instruction.

· Words: banana, potatoes, maize.

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· Sentences:

· We grow potatoes in the garden.

· Sometimes we buy maize in the market.

· Bananas are sweet.

Methods:

· I Do, We Do, You Do, Collaborative learning, Scaffolding, Add any other 2 e.g., role play.

Indicators of life skills and values:

· Fluency, Critical thinking, Creative thinking, Self-esteem, Appreciation.

References:

· The National Primary School Curriculum for Uganda P.1 page 35

· I Can Read and Write (local language) Teacher's guide pages 190.

Lesson Development

Step	Time	Teacher's Activity	Learner's Activity
1	5 min	· Introduce the lesson by singing the following song (or another song you know to signal the start of the literacy lesson and to attract learners' attention). · *Ye-ye-ye-yeh twenda tweege okusoma! Twenda twege okughandiika twenda Tweege okusoma!* · *(You can translate to your mother tongue) Yee-ye-ye-ye we want to learn to read. We want to learn to write. We want to learn to read! Walalalah!*	Sing the song as the whole class as they perform gestures using their hands
2	15 min	· Introduce the review chart and do word building with learners by guiding them to sound the segmented syllables.	· Sing song and identify the syllables. · Blend the syllabus to form words with the guidance of the teacher. · Match familiar and match objects with their names.

Review Chart		
m	ba	ze
ai	na	oe
po	to	na

m-ai-ze

Step	Time	Teacher's Activity	Learner's Activity
2	15 min	· Gives instruction to say the sound and actions while scaffolding learners' mastery. · Put up the bottle line for learners to build the words from the segmented T-cards. · Use images or visual objects and ask learners say the words they bult and relate to the learning. · Give learners opportunities to practice pronouncing the syllabus while paying keen attention. · Use grains, banana, tomato as references to make the ideas more concrete. · Prepare another review chart and give for different groups that are formed considering gender and children with learning difficulties.	
3	15 min	· Lead children to play a sound game called "Noisy Sounds" or "sound family". Distribute small sound cards to learners and ask each one to keep saying their sound as they look for colleagues saying the same sound and they form a family. · To play "Noisy Sounds", say a letter name and the sound of the letter while pointing to the letter on the card, each learner says *"My name is _ _ _, My sound is _ _ _"*. Teacher uses the sound family game to form groups. · Distribute the T cards to the learners and guide them to build their own words and make sentences using the words they have built. · Move around to guide learners on pronunciation and teamwork as they build their words. · Ask learners to teach a friend the sentence they have formed. · Ask learners to share some key words they have discussed in small groups with the whole class	· Listen to the guidelines on how to play the noisy sound game and they say the sound as they move around to look for members saying the same sound and they form a family which will constitute a group. · Identify what they see in the picture of people at the home and discuss in their small groups how it relates to the theme and sub-theme. · Teach a friend about the sentence formed. · Share some key words from their discussions with the whole class. · Learners keep trying.

Step	Time	Teacher's Activity	Learner's Activity
3	15 min	as you write these words on the chalk board. · Let the groups form at least one sentence using the words they have learnt. · Lead a transition song from literacy 1 to literacy 2. · *"Wandiika mpola mpola nga wegendereza" to mark the beginning of the writing phase.*	
4	15 min	· Asks learners in their groups of mixed gender and ability to write the words they learnt, segment them and count them using clapping, on their fingers. · The teacher asks learners to count the number of syllables in the words they formed and beat the words according to the syllables, dance the words, or nod e.g. ba-na-na to identify the number of syllables in each word they formed. · They use the cut-out words to form sentences using the bottle line and write the words and sentences formed in their books individually. · Use word fishing game to assess learner's ability to segment words and use the word in a sentence.	· Listen to the teacher say the word. · Say the word and clap the syllables with the teacher. · With the teacher, count the number of syllables using their fingers and bodies. · Segment and build the words formed to make sentences. · Write the formed words and sentences in their books. · Plays word fishing game and correctly pronounces his/her words and sentence.

Self Evaluation.

Strong Areas	Areas of Improvement	Way Forward

PlayMatters

Pre-Primary

Sample Daily Lesson Plan for Pre-Primary

Date	Class	Age	Day	Number of Pupils		Number of SNE Pupils		Total
				Boys	**Girls**	**Boys**	**Girls**	
18/8/2023	Top	5-6 yrs	Friday	**25**	**33**	**1**	**1**	**60**

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References
Morning Circle	LA3/LO-vi LA3/LO-viii LA3/LO-xi	I can protect and care for my mouth. I can tell my name, age, and birthday. I can keep myself clean.	- Singing a greeting song (Good morning, this is a lovely day) - Saying prayer through a song. - (God has created a new day) - Singing a song on Personal hygiene with actions (This is the way, I wash my face...) - Ask learners to turn and talk to their friends about how they take care of their mouths. - Call on a few pairs to share with the whole class on how they take care of their mouths. - Teacher emphasizes on why we need to care for our mouths and how to do that. - Singing a song "Kulumbani "while saying their names and ages. - While in a circle, pick on learners to say out their ages then call on a friend to come and pick the numeral for the age number said and hold it up for all to see. - Ask learners to jump the number of the age said. - Let learners match to class according to the drumbeat.	Big Numeral cards Drum	Care Appreciation Love Friendship formation	The learning Framework for Early Childhood Development Pages 31, 33 and 37

Developing Mathematics Concepts	LA4/LO-i
	
	LA4/LO-iii
		I can classify things.
		
		I can recognize numerals 1– 20.
		
		I can add up to 10.
		
		I can perform activities involving take away.
			Introduction:
			-Let learners Sing the song *"Ten little pigeons"* with actions.
			Group activities:
			-Teacher divides the class into 5 - 10 groups depending on the number of learners in the class.
			(NB: In case there are more than 5 groups, two groups can do same activity.)
			-Issues out materials and instructs learners what they will be doing in their groups by reminding them about the norms of working in groups.
			Learners in their groups do the following activities.
			    1. Sorting number numerals.
			    2. Forming sets of objects.
			    3. Joining sets of objects and counting them.
			    4. Matching number numerals to sets of objects.
				Number cards
				Objects like leaves, flowers, straws, wooden chips, different types of seeds, beads etc.
					Cooperation
					
					Critical thinking
					
					Decision making
					
					Care for materials
						The learning Framework for Early Childhood Development
						
						Pages 42 & 45- 46

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References
			5. Partitioning sets. While learners do group activities, the teacher moves around to check on what learners are doing to guide and provide support where necessary. **Conclusion/plenary:** -Teacher signals the stop of group activity and asks group 5 to share what they did to the whole class. -The group and all learners are appreciated with a clap and song. -Teacher guides learners on how to get back the materials and tidy up while singing a song. *(Our materials, pick them up and keep them well...).*			
Oral Literacy	LA2/LO–vi LA5/LO-ii	I can draw pictures. I can use my language confidently.	**Introduction:** - Let learners Recite a known rhyme about dangerous things in our environment. **Lesson Procedure:** - Teacher uses a model TV or picture cards to model telling the news story about guarding against dangerous things in the environment. - Ask oral questions about the news story to check whether the learners were following the news. - Ask learners to draw their news story. -Teachers moves around asking learners what news they are drawing. - Let learners turn and share their news stories to each other. Teacher moves around listening to the learners sharing their news stories to each other. - Call on a few learners to share their news to the whole class. **Conclusion:** - Ask questions about the news stories shared to assess learning. - Pick on a few learners to say what they will do to guard against dangerous things in the environment. - Thank all the learners and let the group leaders collect the pictures and bring to the front of the class for displaying while the rest recite the rhyme.re stored.	The model TV Picture cards Paper Pencils Crayons	Appreciation Articulation Effective communication (Logical sequencing of ideas)	The learning Framework for Early Childhood Development Pages 25 & 56

Part of the Daily Routine	Learning Area & Learning Outcome	Competences	Activities	Resources	Life Skills & Values	References
Developing Language Skills	LA2/LO–vi LA5/LO–i LA5/LO–iv	I can make patterns. I can paste things. I can differentiate between sounds made. I can write letters and words.	**Introduction:** - Teacher displays different things that make sound for learners to see. (a metallic tumbler and spoon, a plastic bottle with seeds, a tin with sand, rubber drum) - The items are then covered with a piece of cloth and sounded for learners to guess which item makes that sound. - Issues out letter cards to each group. - Teacher then sounds letters and learners hold up the letter being sounded. The first group to show the correct letter gets 1 mark. **Group activities:** - Teacher divides the class into 5 - 10 groups depending on the number of learners in the class. (NB: In case there are more than 5 groups, two groups can do same activity.) -Issues out materials and instructs learners what they will be doing in their groups by reminding them about the norms of working in groups. Learners in their groups do the activities: 1. Matching the initial letter sound to the pictures. 2. Tracing over letters. 3. Pasting different media (e.g. strings, banana fibres, paper, leaves, grass, straws) to form letters. 4. Pattern writing and coloring. 5. Forming 3 lettered words and writing them. **Conclusion/Plenary:** - Teacher selects group 5 to share what they did to the whole class. - Thank the group that shared and all other groups with a song as the leaders take the materials to the front/where they are stored.	Picture cards Letter cards Paper Pencils Crayons Cutters Glue Letter stencils	Confidence Decision making. Cooperation Fluency. Creative thinking Apprecia-tion	The learning Framework for Early Childhood Develop-ment Pages 25,55 & 59

Teacher Workspace

Tittle:

Notes:

Teacher Workspace

Tittle:

Date:

Notes:

Microteaching a Learning through Play Based Lesson

**Section
Part F**

💡 Introduction

This session entails peer to peer learning and support with a specific emphasis on observation of demonstration lessons to actively simulate the application of LtP strategies and practices in new and different ways. The feedback provided aims to enhance your confidence to use the strategies and practices as well insights to tackle challenges you may encounter during the implementation of these strategies.

📋 Reflection

1 Reflect on your experience as a teacher, what support do you need to be an effective teacher.

☰ Key Concepts

School-based CPD activities empower teachers to apply, reflect, and improve teaching practices. These activities, include refresher workshops, COP, classroom observation, mentoring, and peer learning as illustrated in the table below.

- Sharing best practices and experiences, learning exchange during lesson planning and reflections on successful teaching strategies, methods, resources and classroom management techniques.

- Collaborative problem-solving in which teachers discuss challenges they face in the classroom and work together to find effective solutions to common problems.

- Engaging in reflective discussions, joint lesson planning and sharing of resources, observation and feedback which helps teachers analyze their teaching practices, identify areas for improvement, saves time and minimizes effort for teachers.

- Social-emotional support: Gives platform for teachers to get inspiration, share their experiences, frustrations, and successes.

- Professional interactions, networking and connection beyond classroom within and out of the school, online and in-person connecting teachers with broader professional development opportunities workshops, and training sessions. learn the latest trends in education, make international connections.

Peer groups may include class/grade level. Subject, team teaching, collaborative project, expert/mentor to coach newer teachers, community of practices where teachers engage in ongoing collaboration focused on professional development.

Activities include:

- Collaborative reflection on a teaching observation.
- Discussion of teaching and learning materials, syllabus, lessons and teaching strategies.
- Analysis of audio and/or video recordings.
- Observation of a peer's class.
- Focus group discussion with learners.
- Briefing, reviews on set professional topics.

Practice Activity

a. In your peer group or team and assigned mentor (TOT), identify 2 or more peers to work with and set up a peer group or team.

b. Select content area for your respective level and class from the list of content areas below.

c. Prepare a lesson plan using the lesson planning checklist provided.

d. Micros teach the lesson with peers. Pay attention to the following aspects throughout the lesson.

- Teaching and learning materials/visuals.
- Ltp strategies and practices used.
- Gender and inclusion considerations.
- Organization of the learning environment.
- The strategies used to manage the behavior of the learners.
- How LTP is used to carry out assessment of learners.

e. Debrief with peers and discuss the following questions.

What did you learn from this session that you commit to trying to practice in your class?

What support would you require to help you integrate LtP in your lesson delivery?

f. Create an **"Activity Bank"** or list of LtP activities that you have used and would like to use again as you build your LtP practice and engage in peer learning at your school to discuss a topic at grade level meetings or when meeting as a small group. A suggested template for tracking is below:

PlayMatters

Bank of LtP Activities Linked to Subject/Learning Areas.

Name of activity	Preparation/ materials needed	Lesson I used it in	How it went/ changes I would make	Other ways I could use this activity

Remember This!

Peer-to-peer support and learning contributes to your professional growth, well-being, and overall effectiveness in many ways such as:

1. Share knowledge, expertise and feedback to enhance your teaching practice.
2. Jointly reflect on your practice, identify challenges and solve problems collectively.
3. Get support tailored to your needs and boost your morale and confidence to use LTP.
4. Make connections beyond the classroom, network and collaborate with other teachers.
5. Contribute to a positive team spirit, friendship and shared responsibility to reduce workload and improve wellness of self and others.

Physical   Social   Creative   Cognitive   Emotional

Content areas for teachers of upper primary to select from during the lesson planning session:

Subject		Theme and Topic	Way Forward	Class
Science	1.	Environment (Resources in the environment)	Living things as resources	P.6
	2.	Matter and Energy (Heat energy)	Properties of Air	P.5
	3.	Human Health (Our Food)	Food Classification	P.4
English	1.	Language related to Civic Education	Composition	P.6
	2.	Letter Writing	Informal letter writing	P.5
	3.	Shopping	Buying and Selling (Vocabulary and Structures related to buying and selling)	P.4
Mathematics	1.	Interpretation of Graphs and Data (Data handling)	Presentation of data on Bar Graphs	P.6
	2.	Geometry (Lines, Angles and Geometric figures)	Simple lines of symmetry	P.5
	3.	Numeracy (Fractions)	Types of fractions (proper, improper and mixed fractions)	P.4
Social Studies	1.	Major Resources of East Africa	Land usage in East Africa	P.6
	2.	The people of Pre-colonial Uganda	Major ethnic groups of Uganda	P.5
	3.	Vegetation in our district	Uses of vegetation in our district	P.4

Content areas for teachers of lower primary to select from during the lesson planning session:

Learning Area	Class	Theme and Subtheme	Content
English	P.1	Weather; Elements and types of weather	Vocabulary: sun, rain, wind, clouds, raining, shining Structures: Is it… (raining, shining) Yes, it's… (raining, shining) No, it is not… (raining, shining)
	P.2	Our environment; Common animals and their young ones	Vocabulary: cow-calf, goat–kid, cat–kitten, sheep-lamb, pig–piglet, dog–puppy Structures: What is this/that? This/That is a… (dog, cat, puppy etc.) Is this a… (dog, cat, puppy etc.) Yes, it is. / No, it is not.
	P.3	Living things; Animals in our subcounty – Characteristics of living things	Grammar: Past tense (eat – ate, fly – flew, run – ran, hop-hopped, crawl – crawled, walk - walked) Structures: What did the… (cow, elephant, bird, frog etc.) do? The… (cow, elephant, bird, frog etc.)… (ran away/flew away, hopped, walked etc.)
Mathematics	P.1	Weather; Elements and types of weather	· Counting 1-40 · Adding numbers whose sum is less than 20.
	P.2	Our environment; Common animals and their young ones	· Counting from 600 – 700 · Subtracting two-digit numbers vertically without carrying
	P.3	Living things; Animals in our subcounty – Characteristics of living things	· Counting 4000-5000 · Subtracting 3-digit numbers with borrowing
Literacy 1(Reading)	P.1	Weather; Elements and types of weather	· Sounding letters · Blending sounds to read words. · Reading words related to weather. · Reading simple sentences
Literacy 2 (Writing)	P.1		· Writing letters · Writing words
Literacy 1(Reading)	P.2	Our environment; Common animals and their young ones	· Naming common animals and their young ones. · Reading names of animals and those of their young ones e.g., (cow = calf, cat – kitten, sheep – lamb, goat – kid, pig – piglet etc.) · Reading sentences e.g. (A young one of a cat is a kitten etc.)
Literacy 2 (Writing)	P.2		· Writing letters both in lower and upper case. · Writing names of animals and their young ones, · Writing sentences e.g. -A young dog is a puppy. -A young pig is a piglet.
Literacy 1(Reading)	P.3	Living things; Animals in our subcounty – Characteristics of living things	· Discuss the characteristics of living things. · Reading words: e.g., eat, die, feed, move, breath, produce · Reading sentences e.g. -Living things move. -A cow feeds on grass. -A bird flies in the air etc. · Reading short stories about animals.
Literacy 2 (Writing)	P.3		· Writing names of animals · Writing sentences about different animals · Writing short animal stories using correct punctuation e.g., (correct use of capital letters commas, and full stop.)

Content areas for teachers of pre-primary to select from during the lesson planning session:

Key: LA – Learning area; LO – Learning outcome.

NB: Teachers will be assigned a part of the Daily Routine and will be expected to choose one of the age ranges and one of the Learning Areas to come up with LtP activities that develop the specific indicated competences. You will also refer to the Learning Framework to pick on some suggested activities to form a full LtP Lesson.

Part of the Daily Routine	Age Range	Learning Area and Learning Outcome	Competences to be Developed
Morning Circle	3–4 years	LA1/LO(i)	I can show acceptable behavior to people I play with.
		LA3/LO(viii)	I can name activities that my body parts perform.
		LA3/LO(viii)	I can be friendly and make new friends
	4–5 years	LA3/LO(ix)	I can use my body parts to perform activities confidently
		LA3/LO(x)	I can use my hands to express original ideas
		LA3/LO(xi)	I can practice personal hygiene
	5–6 years	LA1/LO(i)	I can tell good and bad behavior
		LA2/LO(iv)	I can keep my environment clean
		LA3/LO(viii)	I can express myself
Developing Mathematics concepts	3–4 years	LA1/LO(iii)	I can participate in group activities
		LA2/LO(ii)	I can classify animals at home
		LA4/LO(i)	I can classify and order things
		LA4/LO(iii)	I can enumerate objects
		LA4/LO(iii)	I can show one to one correspondence
	4–5 years	LA4/LO(i)	I can identify relationships and differences between objects & shapes
		LA4/LO(iii)	I can count things 1–20
		LA4/LO(iii)	I can tell more, equal and less quantities
	5–6 years	LA4/LO(i)	I can classify things
		LA4/LO(iii)	I can recognize numerals 1–20
		LA4/LO(iii)	I can perform activities involving take away
Oral Literacy	3–4 years	LA1/LO(ii)	I can talk about people who protect and take care of me. (Rhyme)
		LA1/LO(ii)	I can talk about important places in my environment. (Picture talk)
	4–5 years	LA3/LO(vii)	I can confidently name activities that my body parts can perform. (Rhyme/song)
		LA5/LO(i)	
	5–6 years	LA2/LO(iii)	I can re-tell stories. (Story telling)
		LA2/LO(iv)	I can communicate to people about a clean environment. (song)
Developing Language skills	3–4 years	LA1/LO(iii)	I can describe ways of guarding against dangerous things. (Role play).
		LA5/LO(i)	I can participate in group activities
		LA5/LO(iii)	I can differentiate between sounds
		LA5/LO(iv)	I can recognize similarities and differences in objects, pictures & shapes
	4–5 years	LA1/LO(i)	I can coordinate my eyes and hands effectively
		LA3/LO(vi)	I can tell the roles of people in the home and at the learning centre
		LA5/LO(i)	I can make/draw pictures
		LA5/LO(iii)	I can respond to commands and instructions
		LA5/LO(ii)	I can recognize and interpret pictures and letter shapes
	5–6 years	LA1/LO(iii)	I can express myself well
		LA1/LO(vi)	I can actively participate in group activities
		LA5/LO(i)	I can make patterns
		LA5/LO(i)	I can differentiate between sounds made
		LA5/LO(iv)	I can associate sounds with letters
			I can write letters and simple words

Teacher Workspace

Tittle:

Date:

Notes:

Teacher Workspace

Tittle:

Date:

Notes:

Supporting LtP Practice in the School and Community

Section 8
Part A

💡 Introduction

This session aims to explore connections between the school families and the community in promoting LtP. It covers ways teachers can collaborate with the different school and community structures to enhance learning through play experiences for learners.

📋 Reflection

1 What is your role as a teacher in the uptake of LtP in your school?

2 List down all the key stakeholders who have a role and responsibility in the successful implementation of LTP in your classroom and school. Mention their roles and ways you can collaborate with each of them.

Stakeholder	Specify who in your school or community	Role or responsibility in LtP Implementation	Ways to collaborate with them

☰ Key Concepts

It is not the teacher alone who is responsible to implement LtP in the school and Classroom. There are various stakeholders, teachers collaborate with to ensure successful implementation of LTP in the school and community:

	Who to collaborate with	Areas of collaboration	Examples of ways to collaborate
Teachers	Class teachers Subject teachers	Design and share LTP activity for teaching and learning	Share experiences in CPD activities.
Parents and Caregivers	Fathers, mothers, guardian	Share insights on children's progress.	Provide parents with guidance and resources for extending LTP at home. Organize workshops or information sessions for parents to understand the importance of LTP education.

	Who to collaborate with	Areas of collaboration	Examples of ways to collaborate
School Administrators	Head teachers and deputies	Align LTP activities with school goals and policies.	Seek support and resources such as materials, time, space, or training needed Collaborate on school-wide events to showcase LTP
CPD Committees	Head teachers, Deputy Head teacher, Director of studies, Heads of departments,	Guide and support school based CPD activities.	Classroom observation and learner support Lesson planning and schemes of work Peer to peer learning sessions
Community Leaders	CMC/SMC/PTA	Mobilize the community to support and participate in school LTP initiatives.	Support discussions about the benefits of LTP. Delivering LTP messages to parents and community Collaborate on community events on LTP initiatives. Seek input in LTP related decisions
NGOs, CBO and other Service providers	Field officers and managers	Social support to learners, teachers, and families facing challenges.	Access to LTP training, materials, and resources Referral to social services
Government Officials	DEO, OPM, DIS	Make policies. Allocate resources. Monitor LTP implementation. Promote LTP in school curriculum	Seek funding for LTP initiatives. Provide feedback and insights LTP classroom experiences
Professionals	Health providers Social workers Tutors	Offer expertiseon how to apply LTP. Give guidance on using LTP as a solution to problems	Seek professional support training, information, knowledge, and resources on ways to integrate LTP
Community Members	Religious leaders Refugee Welfare committees	Engage in volunteer opportunities contribute local knowledge and resources	Invitations to classroom to enrich teaching. Organize school-community events
Learners		Actively participate in LTP activities provide feedback on their experiences	Solicit feedback from learners on their experiences with LTP activities. co-create LTP projects and activities.
Researchers and Academia	Researchers Teacher Training Institutions	Conduct studies on LTP effectiveness share findings for best practices Give evidence on what works in LTP approach	Share classroom insights and experiences. Implement research-based ideas and recommendations

Build successful LTP implementation through strong school-community-family collaboration. Utilize school activities to:

• Organize exhibitions featuring LTP demonstrations to showcase its benefits.

• Invite parents and community members to participate in LTP-based educational activities with their children.

• Incorporate LTP games, warm-ups, or team-building activities at the beginning or end of meetings.
• Share success stories emphasizing LTP's role in developing critical thinking, socialization, and problem-solving skills among learners.

Practice Activity

Think of one successful activity or ideas that has worked well that you have either used or heard about to engage families or community in implementing LTP activities in the following school activities in your school. Fill the table below:

Event/activity	When during the school year	Ways to incorporate LTP	Who to collaborate with	How to collaborate
Back to school campaigns				
Learners' homework				
Parent days/ meetings				
Co-curricular activities such as clubs, Sports days and Music Dance and drama festival				
National commemorations such as Day of African child				

Remember This!

Leverage on the family- community -school collaboration activities to enhance support for LTP implementation.

1. Organize LTP demonstrations at stalls or exhibitions during events to showcase its benefits.
2. Invite parents and community members to participate in LTP-based educational activities with their children.
3. Incorporate LTP games, warm-ups, or team-building activities at the beginning or end of meetings.
4. Share success stories emphasizing LTP's role in developing critical thinking, socialization, and problem-solving skills among learners.
5. Facilitate successful LTP implementation by leveraging school activities for family and community engagement:

Physical   Social   Creative   Cognitive   Emotional

Teacher Workspace

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Supporting LtP Practice: Potential Challenges and Solutions

Section 8
Part B

![PlayMatters]

Introduction

This session aims to identify and outline opportunities and common obstacles to implementing LTP in the classroom and school and strategies for overcoming them through joint problem-solving and resilience in teaching.

Reflection

1 Please answer the following reflection questions:

> **Opportunities**

> **Challenges**

Key Concepts

· Children in crisis settings face unique challenges that affect their physical and emotional wellbeing, which disrupts their ability to learn and develop. This could be anything from delays or interruptions to their learning process, inadequate access to school, language barriers, stress and distress, discrimination, violence and many more.

· Teachers too face challenges that affect their ability to provide effective instruction, including (but not limited to): inadequate access to resources such as textbooks and instructional materials, lack of continuous professional development, heavy workloads, overcrowded classes, exposure to violence and handling learners with behavioral issues.

· Teachers are experts in navigating challenges within their contexts and everyday experiences. The exhibit the strengths below:

    o Effective use of limited resources through creative adaptation.

    o Passion for education, actively seeking innovative solutions.

    o Deep understanding of the local community enables tailored LTP approaches.

    o Collaborative tteamwork with teachers and the community, resource-sharing and collective problem-solving.

    o Possesses strong interpersonal skills, including language proficiency.

    o Educational expertise with a solid academic background, qualifications, and teaching experience.

· Teachers on the other hand exhibit weaknesses:

    1. Limited Resources in accessing materials, space, and financial resources.

    2. Lacks access to sufficient training on LTP, hindering effective implementation.

    3. Overburdened workload, limiting time for developing and applying new teaching strategies.

    4. Emotional burnout: due to continuous exposure to stress and fatigue.

    5. Personal Limitations such as lack of relevant experience, subject knowledge, and self-esteem.:

    6. Poor Working Conditions such as overcrowded classes and downgrading of the teaching profession.:

Opportunities:

1. Community Engagement in children's education, garnering additional support and ideas for LTP activities.

2. NGO Collaboration and support groups, gives access to resources and training opportunities:

3. Digital Resource Utilization low-cost digital resources for alternative avenues in LTP:

4. Education advocacy activities to raise awareness and mobilize support for LTP.

5. Professional ddevelopment oopportunities through new courses, further studies, and LTP certification for merit appointments and promotions.

6. Professional networking benefits including gain professional growth, learning exchanges, and social status connections through networking.

Threats:

1. Safety Concerns generate potential limitations in implementing certain activities due to safety concern:

2. Policy hindrances from existing educational policies that do not prioritize LTP.:

3. Stakeholder resistance or lack of support for LTP from parents, administrators, and policymakers:

4. irregular attendance and limited access to education, impacting consistent LTP environments.

5. Potential Criticism from peers, parents, learners, and administration:

6. Infrastructure Obstacles:

Practice Activity

Template for prioritization of challenges

Teachers' challenges	Learners' challenges

Template for prioritization of challenges

Prioritized challenge 1:	
Solutions within the teachers' control	**Solutions out of the teachers' control**

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School Based Continuous Professional Development for LtP

Section 8
Part C

PlayMatters

💡 Introduction

This session aims to enable you reflect on the school based CPD activities and outline the CPD activity plan.

📋 Reflection

1 What strengths do you have that can help you in implementing LTP in your classroom?

2 What areas do you need to strengthen to effectively implement LTP in your classroom?

3 What opportunities exist to improve your skills and practice at your school?

Key Concepts

School-based CPD activities empower teachers to apply, reflect, and improve teaching practices. These activities, include refresher workshops, COP, classroom observation, mentoring, and peer learning as illustrated in the table below.

Teacher's Activity	Teacher's Activity	Learner's Activity
Lesson planning and review meetings	Weekly (or biweekly meetings with all teach-ers led by the head teacher supported by the school CPD commit-tee members.	Support teachers to write lesson plans that integrate LtP. Provide feedback on classroom practice.
Classroom visits	Once every week. School CPD members will visit class allocated to them.	Observe classroom practice. Hold a one-to-one meeting with teachers. Write observation report.
One on one discussions	Informal sessions, one to one feedback sessions or consultations based on need.	Address some quick issues and provide information. Tips on LtP in classroom practice. Review lesson plans.
Peer Group meeting	Biweekly (or once a month) with all teachers led by the head teacher supported by the school CPD committee members and/or trainers.	Provide support to the teachers. Documenting good practices. Preparation for COPs meeting.

Teacher's Activity	Teacher's Activity	Learner's Activity
WhatsApp Group	Bi-weekly chats with all headteachers and the school CPD committee members or trainers.	Address some quick issues and provide information. Share resources and feedback.
School visits	Twice a term. Supervisors visit each school in respective catchment area.	Observe classroom practice Hold a one-to-one meeting with headteachers. Hold feedback conference with teachers. Conduct CPD workshop.
Termly COP meetings	Once a term. All teachers in a school cluster go for a COP meeting.	Sharing termly progress, updates and jointly plan Documenting good practices.

Practice Activity

Prepare an action plan to follow when you get back.
Look at the national School Calendar provided by the Ministry of Education to fill in the dates of the school term.

Week 1
Dates: [   ]

■ School Term Opening

Week 2
Dates: [   ]

■ Class Visits

Week 3
Dates: [   ]

Week 4
Dates: [   ]

■ Peer Group Meeting

Week 5
Dates: [   ]

■ School Term Opening

Week 6
Dates: [   ]

■ Class Visits

Week 7
Dates: [   ]

Week 8
Dates: [   ]

■ Peer Group Meeting

PlayMatters

Week 9	Week 10	Week 11	Week 12
Dates:	Dates:	Dates:	Dates:
■ School Term Opening	■ Class Visits		■ Peer Group Meeting

Week 13	Week 14	Week 15	Week 16
Dates:	Dates:	Dates:	Dates:
■ School Term Opening	■ Class Visits		■ Peer Group Meeting

Activity: Face-to-face teacher's LTP workshop

What is the main aim of the activity?	Get knowledge and skills on LTP. Get materials and tools
What steps will you take from start to finish?	Enroll for workshop. Attend/participate in workshop.
What resources will you need?	Teacher workbook, LtP-integrated lesson plans, curricular references.
What time will the activity be undertaken? (frequency)	School holidays or weekends at onset of term.
How often will the activity be done? (frequency)	Twice a year
Which person will lead? (Who will lead?)	Trainers of trainers, head teachers
Who will participate?	Teachers, head teachers.
Key output/monitoring indicator	

Activity: Support supervision at classroom level.

What is the main aim of the activity?	
What steps will you take from start to finish?	
What resources will you need?	
What time will the activity be undertaken? (frequency)	
How often will the activity be done? (frequency)	
Which person will lead? (Who will lead?)	
Who will participate?	
Key output/monitoring indicator	

Activity: Peer to peer Learning.

What is the main aim of the activity?	
What steps will you take from start to finish?	
What resources will you need?	
What time will the activity be undertaken? (frequency)	
How often will the activity be done? (frequency)	
Which person will lead? (Who will lead?)	
Who will participate?	
Key output/monitoring indicator	

Activity: Community of Practice.

Question	Answer
What is the main aim of the activity?	
What steps will you take from start to finish?	
What resources will you need?	
What time will the activity be undertaken? (frequency)	
How often will the activity be done? (frequency)	
Which person will lead? (Who will lead?)	
Who will participate?	
Key output/monitoring indicator	

Teacher Workspace

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Teacher Workspace

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Closing and
Take Aways

Section 9

PlayMatters

💡 Introduction

This session is the final activity in this journey of learning you embarked on a year ago.

📋 Reflection

Instructions: Please take 5 minutes to fill in your thoughts about Learning through Play as this program wraps up. This is a personal reflection, no one else will see it, so please be honest.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel confident I know what Learning through Play is.	☐	☐	☐	☐	☐
I think I have the knowledge and skills to implement Learning through Play in my classroom right now.	☐	☐	☐	☐	☐
I think Learning through Play in the classroom is a waste of time.	☐	☐	☐	☐	☐
I think Learning through Play is too complicated for my class.	☐	☐	☐	☐	☐
My learners are eager to learn and highly engaged during lessons.	☐	☐	☐	☐	☐
My learners are learning both the academic content and how to think and problem solve.	☐	☐	☐	☐	☐
How I feel affects how I teach and the classroom environment.	☐	☐	☐	☐	☐
How my learners feel affects their ability to learn, focus and behave well.	☐	☐	☐	☐	☐
Girls and boys can participate equally in any LTP activity.	☐	☐	☐	☐	☐
I have routines and social norms in my classroom that promote a safe and inclusive learning environment.	☐	☐	☐	☐	☐

1 What is the biggest takeaway from this program?

2 What is your biggest achievement in using LtP in my classroom?

Key Concepts

- Personal growth and development is your personal responsibility continue learning and expanding your knowledge.
- Take advantage of the network of peers who also know about LTP to share collaborate and continue to work on knowledge.
- Future directions and continued growth.
- Activities: Self-reflection, sharing experiences, and goal setting for professional development.

Practice Activity

1 What future goals do you have (if any) for applying LtP ?

2 Comments or other concluding thoughts about this program?
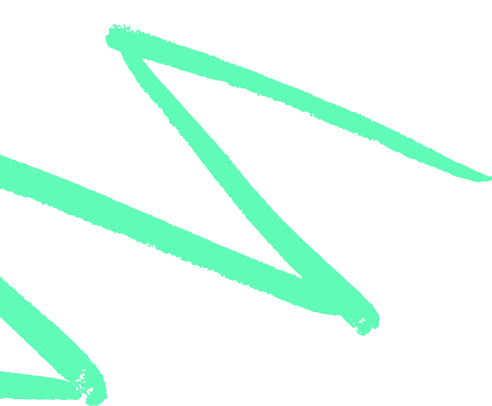
Use this space to draw a picture of what you hope you will be able to do with Learning through Play in your classroom.

Remember This!

Skills for Holistic Development.

1 **Physical Skills** (Body Development)

2 **Cognitive Skills** (Mental Development)

3 **Emotional Skills** (Emotional Development)

4 **Social Skills** (Social Development)

5 **Creative Skills** (Creative Development)

Physical   Social   Creative   Cognitive   Emotional

Teacher Workspace

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ANNEX

1. References to Support Your LtP Lesson Planning and Delivery

Below is a starting list of reference materials that are helpful to refer to during lesson planning.

For pre-primary classes you need:

1. ECD Learning Framework (3-6 years) which has Learning Areas, Outcomes and Competences with suggested developmental activities that can be picked to appear in lessons.
2. Caregiver's Guide to the Learning Framework (3-6 years) develops the concepts and the process to deliver the pre-primary lessons.

For lower primary classes you need:

Lower Primary (P1-P3) Thematic Curriculum which includes thematically structured content as follows;
   o 12 themes for each of the classes from P.1 to P.3 in a year.
   o Each term has four themes, and each theme has three sub-themes.
   o Each sub-theme has content for one week, therefore content for each theme is to be taught in three weeks.

• The Teachers' Guide to the Thematic Curriculum for each class level it is designed to provide you with most of the support you need to interpret content for different themes, subthemes, approaches to teaching, methods for teaching, sample schemes of work and lesson plans, assessment guidelines and suggested activities for different lessons.

• Teachers' Resource Book for each class level (P1, P2, P3) is a collection of songs, stories, games, rhymes, tongue twisters, proverbs and riddles written following different sub- themes in the curriculum.

• EGR Teachers' Guide and Pupil Book for each class level (P1, P2, P3) gives guidelines for the teacher to interpret the Literacy, English, News, Oral Literature and Library strands in the thematic curriculum in a much broader sense, i.e., the learners' ability to identify, understand, interpret, create, communicate, use oral and written materials proficiently. Emphasis is placed on children being fully involved in a learning process that is intended to develop their ability listen to a language, speak it, read and write and also their cognitive and social abilities. It stresses the importance of integration with other content areas such as science, mathematics, social studies, life skills and values.

• Non-textbook instructional materials for some classes have activities for learners to do as well as materials for the teacher to use including picture cards and charts.

• Medium of instruction—The language of instruction in pre-primary and lower primary classes will be the language approved locally and will follow MOES's Language Policy. Under this policy, a majority of children will learn to read in their first language or in a language with which they are familiar. It is important that the language you use when talking in the classroom is also the language in which they learn to read and write. However, when children are learning the English strand, it should be taught in English without translating to the area language.

GLOSSARY OF TERMS

Learning through Play - An active teaching and learning method in which children learn through guided, hands-on, meaningful, play-based interactions in safe and inclusive environments.

Six Bricks - Six Bricks is a concept and approach created by Care for Education and is based on the creative application of Six LEGO® Bricks to educational activities.

Inclusion - The act and practice of including someone or something as part of a group.

Gender - Characteristics, roles, responsibilities, behaviors of women, men, girls, and boys that are socially constructed, given, or defined.

Sex - Biological and genetic differences universally found between males and females.

Gender Stereotypes - Generalized beliefs or ideas about the attributes, roles, or behaviours of individuals based on their gender.

Gender Bias - Unfair or unequal treatment based on unproven beliefs about a specific gender.

Wellbeing - The state of being okay and able to function.

Thank you for your willingness to use LtP in your classroom. We hope that it will lead to active engagement, meaningful learning, the joy of discovery and increased social interactions linked to learning outcomes for your learners. We are hoping to spark life-long learning through play!

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Teacher Workspace

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